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ABSTRACT

Included in this bibliography of about 500 items on criminology/criminal justice higher education is information on programs, services, and the issues that must be considered in the quest for quality education. Journal articles, essays, books, chapters, government publications, catalogs and conference proceedings from the 1950s, 1960s and 1970s are listed. (MSE)

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The Literature of Higher Education in Criminology and Criminal Justice: An Annotated Bibliography

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Carolyn Johnson
February 1980

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Preface

Criminology and criminal justice higher education have grown substantially in the past decade, as has the body of literature that describes and addresses issues pertinent to this field of study. The concerns relative to the field are many. Debate has concentrated upon the emphasis, direction, and delivery of information about the phenomena of crime and society's response to the crime problem. Along with the discussion of these issues has been an increased concern about the quality of programs currently in existence, and effort has been directed toward making quality a mandate for the future.

The Joint Commission on Criminology and Criminal Justice Education and Standards is a research project whose goals include the description of criminology/criminal justice programs and the systematic consideration of issues that intimately relate to the field. Through a variety of research endeavors, the Joint Commission disseminates information useful to those interested in the betterment of this educational enterprise. The annotated bibliography that follows is a compilation of literature focusing on criminology/criminal justice education. In it, Carolyn Johnson has included information on programs, services, and those issues that must be considered in the quest for quality education.

Although extensive, this bibliography is by no means all-inclusive. It does, however, represent a concerted effort at identifying the body of literature that focuses on the field. It is our hope that this monograph will be useful in stimulating discussion that serves to clarify the many issues surrounding criminology/criminal justice postsecondary education.

Elizabeth M. Sebuck
Research Associate

Aaron, Thomas J. "Education and Professionalism in American Law Enforcement." *Police*, Nov.-Dec. (1965):37-41.
In this article, it is argued that the perception law enforcement personnel have of the role of higher education is often confused between the requirement of immediately useful knowledge and long-term professional aspirations. This creates a serious impediment to the development of a purposeful and mutual liaison between higher education and law enforcement.

Abeel, Erica. "John Jay's Pocket Revolution." *Change* 7(1965):34-38.
This author discusses the development of the Thematic Studies Program (TSP) at John Jay College of Criminal Justice. The development involved a curriculum design connecting the humanities and social sciences, with emphasis on group process and individualization of standards.

Accreditation and Standards Committee, Academy of Criminal Justice Sciences. Report to the International Association of Chiefs of Police Education and Training Session, October 1977.
This report on the progress and future of the accreditation movement for postsecondary criminal justice education indicates that specialized accreditation involves the development of minimum standards that regulate the quality of educational programs.

Adams, Reed. "Criminal Justice: An Emerging Academic Profession and Discipline." *Journal of Criminal Justice*, 4(1976):303-14.
The recent history and current trends of criminal justice educational programs are examined in light of traditional definitions of professions, disciplines, and sciences, with criminal justice emerging as a unique academic profession and as a nontraditional discipline.

_____. *Education as a Component of Professionalism: The Concept and Its Measurement*. Charlotte: University of North Carolina, Criminal Justice Program, September 1978.
The results of a survey conducted by the author indicate that: (1) many law enforcement personnel did not support education as an element of law enforcement as a profession but a minority strongly endorsed education, (2) law enforcement personnel overwhelmingly preferred criminal justice curricula over those of other disciplines, and (3) the concept of education as a component of professionalism was thought to be emerging but was not yet pervasive within the law enforcement community.

_____. *Criminal Justice Education: A Question of Quality*. Charlotte: University of North Carolina, February 1979.
A survey of criminal justice programs and faculty in North Carolina is reported on as one aspect of the needed description of the field and as a means of judging the quality of one aspect of criminal justice education. It is concluded that inferior programs should either be terminated or improved, and that academically strong programs should be further developed and expanded at both the undergraduate and graduate levels.

Adams, Thomas F. "New Horizons in Law Enforcement and Criminal Justice." In *Law Enforcement—An Introduction to the Police Role in the Criminal Justice System*. Englewood Cliffs, New Jersey: Prentice-Hall. 1973. pp. 321-51.
This chapter covers recommendations for the improvement of the criminal justice system, as set forth by the President's Commission on Law Enforcement and the Administration of Justice.

Alabama, State of, Law Enforcement Planning Agency. *Alabama Training and Education Master Plan for Criminal Justice Personnel*. 1974.
This pamphlet is a summation of the study and subsequent recommendations made under the Alabama training and education master plan for criminal justice personnel.

Alabama, University of, Center for Correctional Psychology. *Final Project Report, August 1972-November 1973*. Tuscaloosa. 1974.

This report contains a description of undergraduate, master's and doctoral programs; service to criminal justice; and research projects in correctional psychology.

American Academy of Judicial Education. *Court Improvement Through Education*. Washington, D.C. 1974.
The academy's objectives are to: (1) design and operate a state judicial academy; (2) provide organizational and administrative support to the state educational officer; (3) function under the supervision of a state education committee as the training arm of the state supreme court; and (4) develop special programs, with judges in clear focus and the judicial system as the primary benefactor.

American Correctional Association. *Annual Congress of Corrections—Ninety-Eighth Proceedings*. College Park, Maryland, 1968.
This report contains a collection of papers pertaining to correctional administration and the treatment of offenders, as well as various general topics such as correctional staff training, education and its role in corrections, and accreditation of educational programs and correctional agencies and services.

_____. *Annual Congress of Corrections—Ninety-Ninth Proceedings*. College Park, Maryland. 1969.
The ninety-ninth congress considered the general topics of education in corrections, correctional staff training, research, administration, and problems in correctional institutions.

_____. *Annual Congress of Corrections—104th Proceedings*. College Park, Maryland. 1975.
Among the critical subjects covered during the congress were accreditation, economic considerations of corrections, and correctional education programs for offenders and for personnel.

_____. *Plan for Self-Evaluation and Voluntary Accreditation*. College Park, Maryland. 1968.
Correctional employees who are concerned primarily with the development and implementation of programs in education, vocational training, job placement, clinical services, and other pertinent areas find that self-evaluation and voluntary accreditation provide additional impetus to professional growth and recognition.

Anderson, David C. "The Off-Duty Degree." *Police* 45(1978):29-38.
Long Island's New York Institute of Technology College Accelerated Program for Police (CAPP) is discussed. It offers fee schedules low enough to allow most police officers to simultaneously work toward a bachelor's degree and continue their police duties.

_____. "The Off-Duty Degree." *Police Magazine* 1(1978):29-38.
The article examines the questions: (1) how valuable are college programs for police?; and (2) does a degree make a difference?

Anderson, Ralph E. "Paths to Professionalization." *Police Chief* 37(1970): 48-51.
The author states that increased training and college education, along with professional standards of self-policing, ethics, and true public service, are vital if the elusive goal of police professionalization is to be achieved.

_____. "Police Standards and Goals." *Police Chief* 41(1974):28-31.
That National Advisory Commission on Criminal Justice Standards and Goals (*Report on Police*) and the American Bar Association (*Standards Relating to the Urban Police Function*) are discussed. Both organizations have recommended standards and goals to serve as guidelines for the continued improvement of law enforcement operations and management.

Anderson, William R. "Higher Education for Law Enforcement." *Police Chief* 34(1967): 48-51.
It is argued in this article that community colleges are suited to offering an employed police officer the education he may not have gotten in his earlier years. This will bring the

academic and occupational aspects of career development together, and thereby improve the officer's job performance.

_____. "Higher Education for the Law Enforcement Community: HR 6628." In *The Police Yearbook*. (Papers and Proceedings of the 74th Annual Conference of the International Association of Chiefs of Police.) 1968. pp. 311-15.
House of Representatives Bill 6628, which dealt with law enforcement education, is discussed in this paper.

Ashburn, Franklin G. "The Danger of Selective Bias in Law Enforcement Education and Training." *Police* 12(1967):83-85.
The author focuses on some of the problems that have emerged as a result of the increased emphasis on law enforcement education, training, and the professionalism of the police service.

_____. "Time to Test the Rhetoric: The Crucial Need for Accreditation Standards for Law Enforcement and Criminal Justice Degree Programs." *Police Chief* 42(1975):46-48.
It is propounded in this article that regardless of curriculum type and standards, no college or university can guarantee its specific course of study will produce a more successful law enforcement officer or criminal justice practitioner.

Ashburn, Franklin G., and Ward, Payton E. Jr. "Education and Training: The Moment of Truth." *Police Chief* 40(1973):40-41.
This article deals with the concern regarding the 1967 President's commission report that recommended immediate and bold innovations in the police profession via the establishment of nationwide minimum standards of training and performance.

Ashenhurst, Paul H. "The Goal: A Police Profession." *Journal of Criminal Law, Criminology and Police Science* 49(5):605-07.
The author argues that to attain professionalization in the police field, the following are essential: high standards for hiring and firing of officers, for training, and for licensing to practice; and a code of ethics to be accepted by all members of the profession.

Aubry, Arthur S. Jr. "Law Enforcement: Professional Status." *Police* 8(1964):15-19.
The author suggests that law enforcement has the basic requisites for true professional status: a body of specialized, erudite knowledge; a tremendous number of highly individualized branches of specialized activity; ideals of service for the good of mankind; the potential for professional education and training; and an array of both professional and semiprofessional associations qualified to study the overall problems involved in gaining true professionalization.

Austin, Michael J., and Foster, J. Price. "Criminal Justice and Social Welfare: Two Emerging Systems in Search of Linkages in the Areas of Service Delivery, Manpower Utilization, and Educational Program Planning." In *The Field Consortium: Manpower Development and Training in Social Welfare and Corrections*. Michael J. Austin, Edward Kelleher and Phillip L. Smith, eds. Tallahassee: State University System of Florida. 1972. pp. 94-107.
The authors state that criminal justice and social welfare systems use both the social and behavioral sciences for the education and training of potential and in-service manpower.

Austin, T.L. *Michigan State University School of Criminal Justice--Graduate Study, Preliminary Report*. East Lansing: Michigan State University, Criminal Justice Systems Center. April 1975.
The author discusses the results of two surveys (1972 and 1974) that examine employment and career development in the criminal justice system of graduates of the school between 1938 and 1973.

Baddeley, Fred. "The National Police College of England and Wales." *Journal of Criminal Law, Criminology and Police Science*. 63(1972):434-38.
The author explains that this police college is ethically bound, along with similar organiza-

tions, to be in the forefront of a national movement to upgrade declining moral and social standards.

Balboni, Alan "A Call for Evaluation of Police Education Programs." *Police Chief* 44(1977):42-43.
The author explains that during the late 1960s, members of the President's Commission on Law Enforcement and the Administration of Justice recommended that the primary objective of all police departments should be that all personnel with general enforcement powers have bachelor's degrees.

Bard, Bernard. "Don't Call It Pig U." *Change* 4(1972):19-22.
John Jay College of Criminal Justice at the City University of New York and its programs in criminology, criminal justice, and law enforcement are described.

Bard, Morton. "The Role of Law Enforcement in the Helping System." *Community Mental Health Journal* 7(1971):151-60.
The author opines that the time has come for a kind of creative collaboration between law enforcement and the academic-professional communities that would maximize the potentials of the police as acknowledged members of the helping professions.

Baril, Lawrence J."Police Education in Michigan." *Law and Order* 10(1962):28-29.
The author argues that contemporary police officers can best be prepared to meet the demands of their positions through adequate training and education, requiring central facilities with a staff of instructors capable of imparting knowledge in both general and special fields.

Barry, Donald M. "A Survey of Student and Agency Views on Higher Education in Criminal Justice." *Journal of Police Science and Administration* 6(1978):345-54.
The results of this survey indicate that college-educated persons in the criminal justice system, as well as agency representatives, attribute better job performance to work taken, or courses of study followed, in college.

Bassi, Larry, and Rogers, Ronald H. "The Road to Accreditation." *Journal of Criminal Justice* 4(1976):243-52.
This article describes the Academy of Criminal Justice Sciences (ACJS) Accreditation and Standards Committee, which develops accreditation guidelines for postsecondary criminal justice education programs.

Beckman, Eric. "Police Education and Training—Where Are We Going?" *Journal of Criminal Justice* 4(1976):315-22.
The author presents the results of a questionnaire given to police chiefs in 400 U.S. cities (population 10,000 plus), which indicate that professionalization of American police service is yet to be achieved.

_____. "A Study of Police Implementation and Attitudes Related to the National Crime Commission's Recommendations for Police Education and Training." PhD dissertation, Wayne State University, 1975.
Discusses the reaction of pre-service and in-service police officers and other students to the social demands for higher educational standards for personnel in the field of law enforcement.

Beerbower, Dale T. "The Diverse Nature of Criminal Justice Education." Prepared for the Twenty-Second Annual Southern Conference on Corrections. Florida State University, 1977.
The author says that criminal justice programs in institutions of higher learning are growing rapidly, surpassing growth in most other occupational fields.

_____. "Equal Employment Opportunity vs. Police Professionalism." *Police Chief* 4(1975):65-66.
Discusses the challenge of police pay incentives for college credit work by the U.S. Equal Employment Opportunity Commission.

_____. "Summaries and Critical Analyses of Curriculum Readings." Department of Higher Education, Florida State University, Tallahassee. 1971.
The paper presents summaries and critical analyses of twenty-five curriculum readings, with emphasis on the field of criminology.

Bell, Jimmie. "Higher Education—Roles in Criminal Justice." In *Blacks and Criminal Justice*, by Charles E. Owen and Jimmie Bell. Cambridge, Massachusetts: Ballinger Publishing Co., 1977. 12 pp.
The author argues that higher education can play a significant role in reducing crime by assisting the criminal justice system through research, and intensive programs for pre-service and in-service students.

Bennett, Richard R.; Greenstein, T.; Jackson, Phillip D.; and Adams, R. *Workshop Section A: On Developing a Scientific Body of Knowledge for Criminal Justice*. Report of workshop proceedings at the Academy of Criminal Justice Sciences Annual Meeting, 1975.
Four workshop participants contributed papers to this report, dealing with the development of a scientific body of knowledge for criminal justice. The participants offer their philosophies on theories and concepts, research strategies, data analysis, and the emerging discipline and profession.

Bennett, Richard R., and Marshall, Ineke H. "Criminal Justice Education in the United States: A Profile." *Journal of Criminal Justice* 7(1979):147-72.
Data from LEEP are presented concerning the number of students, criminal justice majors, and degrees awarded in criminal justice education, as well as institutional control, location, and type.

Berger, James; Pomrenke, Norman E.; and McKenzie, Janice. "Criminal Justice Curriculum Planning." Prepared for the Academy of Criminal Justice Sciences Annual Meeting, 1978.
The authors point out that to meet the demands for increased professionalization in handling crime and civil disorders, a proliferation and expansion of programs in both technical training and higher educational opportunities for criminal justice and law enforcement studies was witnessed in the 1960s.

Berkley, George E. "The European Police: Challenge and Change." *Public Administration Review* 28(1968):424-30.
European police departments are moving ahead on a variety of fronts to grapple with the police problems of their urban, affluent societies; one striking area of advancement has been in education.

Beto, George J., and Marsh, Robert. "Problems in Development of an Undergraduate Criminal Justice Curriculum." *Federal Probation* 38(1974):34-40.
The failure to establish concrete curriculum guidelines is cited in this paper as the major problem in the development of criminal justice education programs.

Bjorkland, Brenda, and Brodsky, Stanley. *Employment Opportunities in Criminal Justice and Correctional Psychology*. Report No. 16. University of Alabama, Center for Correctional Psychology, Department of Psychology.
Tabular data on the employment market, as of spring 1974, for criminal justice graduates in the correctional psychology program concentration are presented.

Boles, Jacqueline; Garbin, Albeno P.; and Woods, Donna. "Criminal Justice Education and Employment in Georgia: The Case of Women." *Georgia Journal of Corrections* 3(1974) 79-84.
This article contains the results of a survey of female criminal justice graduates to Georgia, examines criminal justice education in Georgia, and relates relevant literature on developments in the field.

Boni, A. "Employment Problems of Graduates from Criminological Institutions." *International Review of Criminal Policy* 31(1974):25-28.

Discusses the establishment, character, and objectives of the Institute of Criminology at the University of Abiduan in the Ivory Coast, and considers the employment prospects of its graduates.

Boostrom, Ronald L. "Action Research as a Teaching Tool for Corrections Educators." In *Selected Papers from the Workshop for Correctional Educators in Colleges and Universities Held in Albany, New York, August 1973*, Vincent O'Leary, ed. Washington, D.C.: National Institute of Corrections. 1973. pp. 104-25.
Boostrom explains that action research allows for involvement within correctional programs, whereby students are exposed to the realistic problems faced by correctional administrators and practitioners.

_____. "Models for Criminal Justice Education." Carbondale: Southern Illinois University, Center for the Study of Crime, Delinquency and Corrections. 1975.
Three alternative ideal-type models that can form the basis of university and college criminal justice education programs are presented.

Bottom, Norman R. Jr. "Security: A Challenge to Criminal Justice Educators." Prepared for the Academy of Criminal Justice Sciences Annual Meeting, 1979.
The author discusses the necessity for education to achieve professionalism in criminal justice, the particular needs of education, the growing educational resources available, and the need for direction in security education.

Bowker, Lee H. "Criminal Justice Programs and the Police—An Argument for a Liberal Arts Education." Paper presented at the Annual Meeting of the Western Society of Criminology, 1978.
Police educational needs, ways in which they can be met, and recommendations for further research into the effects of criminal justice programs are discussed.

Bradel, Don. "Statewide Quality Control for Law Enforcement Personnel." *Police Chief* 42(1975):41-42.
Bradel suggests that police, in their search for greater professionalism, should look toward upgrading the educational level of police officers.

Bramshill Police College. *Bramshill—Police College*. Hampshire, England. 1969.
A catalog detailing the courses and facilities of the police college at Bramshill, which provides in-service management and administrative training and education.

Brandstatter, Arthur F. "A Career Concept for Police." *Journal of Criminal Law, Criminology and Police Science* 61(1970):438-45.
The author contends that the minimal educational qualifications for candidates seeking employment with a municipal police department should be an associate of arts degree or the successful completion of two years of college-level work in the liberal arts or social sciences.

_____. "The School of Police Administration and Public Safety, Michigan State University." *Journal of Criminal Law, Criminology and Police Science* 48(1958): 564-66.
The history of the School of Police Administration and Public Safety is filled with accounts of discussions and debates regarding the value of professional police training and education at the university.

_____. "University Level Training for the Police Services." *Police* 3(1959):28-32.
According to this article, major educational institutions include in their regular offerings more than 90 percent of the subjects that should be geared to a professional four-year undergraduate program leading to the bachelor's degree with a law enforcement major.

_____. "A New Training/Education Idea." Remarks before the Academy of Criminal Justice Sciences, 1979.
The author describes the training and education programs at the Federal Law Enforcement Training Center.

Brandstatter, Arthur F., and Hoover, Larry T. "Systemic Criminal Justice Education." *Journal of Criminal Justice* 4(1976):47-55.
This article identifies and discusses three primary definitions in existing educational programming and presents alternatives for law enforcement education curricula.

Brantingham, Paul J. "A Model Curriculum for Interdisciplinary Education in Criminology." *Criminology* 10(1972):324-37.
Includes course descriptions and suggested textbooks for preparing undergraduates for advanced academic work or professional practice.

Brantley, Wilbur R. "Preliminary Study of Methods Used by Universities and Colleges for Granting Credit for Police Science and Administration Taken at Nonaccreditated Institutes." *Police* 13(1969):26-29.
This study indicates that colleges and universities are presently using more than thirty nonstandard methods for determining allowances of credit from nonaccreditated institutions.

Brawley, Edward A. "Developing Educational Services for a Variety of Criminal Justice Constituencies." Prepared for the Academy of Criminal Justice Sciences Annual Meeting, 1979.
Describes the procedures followed by a community college in response to the training and educational needs of various criminal justice personnel in its locality.

Brereton, George H. "The California Plan for Peace Officers' Training." Presented before In-Service Training Section, Eleventh Annual Institute of Government, University of Southern California, 1939.
The author discusses a plan for pre-employment training schools in selected state and junior colleges to train persons who want to secure employment in police or sheriff's departments or other law enforcement agencies.

_____. "The Importance of Training and Education in the Professionalization of Law Enforcement." *Journal of Criminal Law, Criminology and Police Science* 52(1961):111-21.
Brereton says that no law enforcement agency today can function efficiently or effectively unless it includes high standards of education and training in its plans and operations.

Bristow, Allen P. "College Credit for Agency Training: The Argument Against." *Police Chief* 44(1977):74-75.
The author suggests that the distinction between education and training is less apparent when college credit is granted for agency training, particularly when agency training is equated with specific courses conducted by the educational institution.

Brodsky, Stanley L. *Psychologists in the Criminal Justice System*. Marysville, Ohio: American Association of Correctional Psychologists. 1972.
This report describes what psychologists, working within the criminal justice system, must face on a day-to-day basis, and the knowledge and skills that are required for them to perform their duties effectively.

Brostron, Curtis. "The President's Report:" Seventy-Seventh Annual Conference of the International Association of Chiefs of Police, 1970.
This report indicates that an encouraging trend in law enforcement has been the increase in the number of colleges and universities offering either police science-related degree programs or expanded curricula that cover law enforcement.

Brown, Lee P. "Police and Higher Education—The Challenge of the Times." *Criminology* 12(1974):114-24.
According to the author, higher education that develops an understanding of self, people, and society is considered essential for the police officer if he is to function effectively within the complexities of modern society.

_____. "An Unforseen Problem Resulting from College Educated Policemen." *Police* 10(1966):72-73.

Law enforcement is confronted with a cultural lag, in which the acceptance of the "new breed" of policeman is lagging behind their capabilities, and in which the unforeseen problem of college-educated officers is now apparent.

Brown, William P. "The Police and the Academic World." *Police Chief* 32(1965):8-12.
The conventional police contacts with colleges and universities represent only a minute portion of the areas of potential cooperation between the police and the academic world.

Bruns, Gilbert H., O'Hearn, Carolyn, eds. *National Criminal Justice Educational Consortium Vol. I. Program Histories—Seven Consortium Universities.* Washington, D.C.: U.S. Department of Justice, Law Enforcement Assistance Administration. 1976.
This first in a series of reports of a three-year project to develop and strengthen graduate programs in criminal justice at seven institutions presents a detailed narrative of the experience of each university.

_____. *National Criminal Justice Educational Consortium, Vol. II. Analysis of Consortium Endeavor.* Washington, D.C.: U.S. Department of Justice, Law Enforcement Assistance Administration. 1976.
Second in a series of reports growing out of the National Criminal Justice Educational Consortium Project; details shared problems, successes, failures, and other experiences of the seven universities involved.

_____. *National Criminal Justice Educational Consortium, Vol. III. Criminal Justice Manpower Survey.* Washington, D.C.: U.S. Department of Justice, Law Enforcement Assistance Administration. 1976.
This third in the series of reports attempts to estimate how many persons with advanced degrees in criminal justice will be needed in future decades and which skills they will need.

_____. *National Criminal Justice Educationcl Consortium, Vol. IV. Criminal Justice Doctoral Education—Issues and Perspectives.* Washington, D.C.: U.S. Department of Justice, Law Enforcement Assistance Administration. 1976.
Fourth in a series reporting on a three-year project to strengthen higher education in criminal justice; focuses on the problems encountered in developing degree programs in this emerging discipline.

Buracker, Carroll D. "The Educated Police Officer: Asset or Liability? *Police Chief* 44(1977):90-94.
The author says that with the rapid proliferation of degree programs and the input of millions of dollars in federal funds to colleges and universities, noted authorities in the criminal justice arena have rallied to defend the value of higher education programs for police.

Buren, R. Michael. "Toward a Critical Theory of Criminal Justice." *Crime and Delinquency* 21(1975):223-32.
The author proposes that criminal justice departments in higher education take care to evaluate critically today's justice agencies. This might be accomplished through the development of a sub-discipline, structured between social philosophy and social criticism.

Burrow, Jerry G. "A Comparative Analysis of Graduate Criminal Justice Education Programs in California State Universities and Colleges." Master's thesis, Air Force Institute of Technology, Wright-Patterson Air Force Base, Ohio. 1977.
Criminal justice education programs at the graduate level are discussed, and curriculum models, students profiles, and program development are delineated.

Burrow, Wordie W. "Texas Core Curriculum in Law Enforcement." *Police Chief* 39(1972):48-49.
This is a description of a new junior college law enforcement program enabling graduates to apply credits toward a bachelor's degree at a four-year state college.

Cady, F.C., and Coe, G.E. "Education of Judicial Personnel—Coals to Newcastle?" *Connecticut Law Review* 7(1975):423-77.
The authors assess existing federal and state programs for the continuing education of

judges and law-trained nonjudicial personnel, such as prosecutors, public defenders, and clerks of the court.

Calder, Jaime T. "Criminology as a Social Science: Perspectives for Teaching and Research." In *Education for Crime Prevention and Control*. Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. pp. 155-60.

The author argues that to prevent unnecessary speculation on scientific criminological knowledge, it is important to combine the efforts of various disciplines associated with the study of criminal behavior.

California Commission on Peace Officer Standards and Training, Department of Justice. *Project Star (System and Training Analysis of Requirements)—Impact of Social Trends on Crime and Criminal Justice*. Santa Cruz, California: Davis Publishing Co. 1976.

The Commission presents the results of a study in which selected forecasting methods were applied to the analysis of social trends to identify implications for the future roles of criminal justice personnel and the training of those personnel.

California Department of Justice. *Description of the Upward Mobility and Career Opportunity Development Program in the California Bureau of Criminal Statistics: An Exemplary Program*. Sacramento, California. 1976.

The Bureau of Criminal Statistics (BCS), in order to attain the objective of career advancement and upward mobility for employees, implemented two programs: a paraprofessional series and an on-site college program.

California Probation, Parole and Correctional Association. *The Practitioner in Corrections*. Rev. ed. California. 1967.

This publication defines and describes the practitioner in corrections, and includes a description of the field and its operations in California, a profile of the practitioner, standards of performance, and a suggested curriculum for academicians and students interested in the field.

Cambridge, University of. "University of Cambridge, Institute of Criminology—Meeting of the Advisory Council, 17 May 1972—Report by the Director of the Institute." Cambridge, England. 1972.

Included in this report is a description of the staff and organization of the institute, a list of institute publications, descriptions of research in progress, and a review of postgraduate and doctoral studies.

Campbell, J.M., and Formby, W.A. "Law Enforcement Training and Education—A Job-Related Approach." *Journal of Police Science and Administration* 5 (1977):469-73.

Police training and education are discussed in terms of the functional needs of law enforcement personnel.

Carter, David L. "Issues and Trends in Criminal Justice Education." *Institute of Contemporary Corrections and the Behavioral Sciences*. Sam Houston State University. 1978.

This document contains three papers describing different approaches to police education. The first deals with the importance of combining theory and technical skill. The second discusses positive and negative aspects of police education. The third examines the professionalization of the police officer.

Carter, Donald L. "Decounseling—A Remedy to the Jobless Law Enforcement Graduate." *Texas Police Journal* 23 (1975):1-2, 13.

The author is concerned with the examination of steps that can be taken effectively to reorient the career paths of students unqualified for direct employment in the criminal justice system.

Carter, Robert M., and Nelson, B.K. "Law Enforcement Education Program—One University's Experience." *Journal of Police Science and Administration* 1(1973): 491-94.

The authors outline the Law Enforcement Education Program (LEEP), paying particular attention to its administration at the University of Southern California.

Casio, Wayne F. "Formal Education and Police Officer Performance." *Journal of Police Science and Administration* 5(1977):89-96.
In this article, the authors say that many professionally oriented police administrators have publicly defended the critical relationship between the education of police personnel and the quality of police service.

Chamelin, Neil C. "Need to Develop Guidance Services in Criminal Justice Education," *Police Chief* 42(1975):42-45.
The author examines the need for and problems involved in providing academic guidance counseling for both pre-service and in-service criminal justice students.

Chang, Dae H. "Crime and Criminal Justice—Introduction." In *Fundamentals of Criminal Justice—A Syllabus and Workbook*, 2d. ed. Geneva, Illinois: Paladin House Publishers. pp. 1-20.
Summary information is presented on crime and criminal justice in the United States and on curricula and careers in the field of criminal justice.

Clark, Donald E., and Chapman, Samuel G. *A Forward Step—Educational Backgrounds for Police*. Springfield, Illinois: Charles C. Thomas. 1966.
In this document, the authors address the issues of why a college education should be adopted as a minimum requirement for police officers.

Clear, Val. "The Contributions of Higher Education to the Criminal Justice System." Anderson, Indiana: Anderson College. 1972.
To prepare quality professional staff to meet the demands of working within the criminal justice system, the author recommends that higher education degree programs in criminal justice be offered in colleges and universities throughout the United States.

_____. *Training in Juvenile Delinquency Prevention and Control*. Anderson, Indiana: Anderson College. 1970.
This report describes the emergence of a degree program in corrections at the undergraduate level that had its beginning in the department of sociology and social work.

Clement, Richard C. "Education and Training: The Foundations of Professionalism." *Police Chief* 43(1976):8.
The author reports that the International Association of Chiefs of Police (IACP), through its education and training section, maintains a liaison with colleges and universities engaged in criminal justice education programs, thus paving the road toward professionalism.

Committee on Non-Traditional Education Programs in Criminal Justice, Results of 1976-77 Survey." Columbia: University of South Carolina, College of Criminal Justice. 1977.
In this article, data are presented that describe responses by members of the Academy of Criminal Justice Sciences to the special committee's questionnaire regarding institutional criminal justice education programs.

Conrad, John P., and Myren, Richard A. *Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future*. The Joint Commission on Criminology and Criminal Justice Education and Standards. Chicago: University of Illinois at Chicago Circle. 1979. 38 pp.
Professional and academic definitions of criminology and criminal justice are offered, as well as discussions regarding the science of criminology and criminal justice, educational and professional backgrounds of theorists and practitioners, accreditation of educational programs, and curricula.

Constantine, Thomas A. "Higher Education for Police, Some Operational Difficulties." *Police Chief* 39(1972):18-20.
The author claims that many academic programs, designed to provide higher educational opportunities for police, are exhibiting negative effects.

Cooper, Robert D. "College Preparation of Pre-Service Law Enforcement Students for State Certification: An Idea—A Reality." Prepared for the Academy of Criminal Justice Sciences Annual Meeting. 1979.
This paper describes how a professional school within a four-year educational institution can provide employment opportunities after two years for low income students at a minimal cost, and provide an incentive to finish a baccalaureate program.

Cooper, Terry L. "The Delphi Project on Police Values." Prepared for the Academy of Criminal Justice Sciences. 1973.
This paper includes a partial report on the application of the Delphi forecasting technique to the problem of assessing major value trends among police officers.

Copus, Gary D., and Sullenberger, Thomas E. "The Magnet Phenomenon and Its Impact on Criminal Justice Education." *Police Chief* 44(1977):67-71.
The authors discuss the impact of the magnet phenomenon on criminal justice education. The magnet phenomenon holds that people of certain personality traits are attracted to certain professions, which, at the same time, may repel people of a different personality type.

Council of State Governments. *Judicial Administration Education and Training Programs*. Lexington, Kentucky. 1975.
The document presents the state-by-state results of a national survey of academic education and training programs in judicial administration and in-service training programs.

Crockett, Thompson S. *Law Enforcement Education: A Survey and Discussion of Law Enforcement Education in the United States*. Washington, D.C.: International Association of Chiefs of Police. 1968.
For this study, questionnaires were sent to colleges and universities having law enforcement programs to determine the type and number of degree programs available.

Crockett, Thompson S., and Moses, J. "Incentive Plans for Law Enforcement Education." *Police Chief* 35(1968):28 ff.
This article covers a 1968 state-by-state survey of police departments that provide incentive pay for officers attending colleges and universities.

Crockett, Thompson S., and Stinchcomb, James D. *Guidelines for Law Enforcement Education Programs in Community and Junior Colleges*. Washington, D.C.: American Association of Junior Colleges. 1968.
The authors offer guidelines providing information for colleges either planning or developing programs in law enforcement education.

Cromwell, Paul F. Jr. "Training—Education—Community Understanding. San Antonio Cadet Program Helps Bridge the Gap." *Police Chief* 39(1972):54-56.
The author reports that officers in the cadet programs are almost unanimous in the opinion that this educational program has broadened their outlook, developed new attitudes, and created more understanding between them and the communities they serve.

Culbertson, Robert G. "Criminal Justice Education—For What?" Presented to the Seventy-Ninth Annual Meeting of the Michigan Academy of Science, Arts & Letters, 1975.
The author contends that criminal justice education may not adequately insulate an individual from some of the role expectations in the police setting that reflect the traditional aspects of the police culture.

_____. "Criminal Justice Education—The Latent Consequences of Overfunding." Presented to the Conference on Key Issues of Criminal Justice Doctoral Education sponsored by the Criminal Justice Doctoral Department, University of Nebraska at Omaha and the National Criminal Justice Educational Development Consortium. 1975.
This paper stresses that it is essential that funding agencies develop standards and

guidelines for quality control in the distribution of funds to colleges and universities with criminal justice education programs.

Cusack, William E., and Apai, Donald. "Law Enforcement Education in New Jersey." *Police Chief* 37(1970):56-58.
The authors report that the New Jersey Council of Educational Institutions for Law Enforcement (CEILE) has representatives from community colleges, private and public four-year institutions, the state university, the Police Training Commission, and the Department of Higher Education concerned with police education.

Czajkoski, Eugene H. "Involving the Humanities in Doctoral Education in Criminology and Criminal Justice." *Journal of Criminal Justice* 6(1978):195-197.
The author points out that the rise of criminology and criminal justice in education may be reflective of intensifying human concerns in traditional, if not natural, areas of liberty, humanity, individuality, and social engagement.

Dalley, A.F. "University vs. Non-University Graduated Policeman: A Study of Police Attitudes." *Journal of Police Science and Administration* 3(1975):458-68.
This study is primarily concerned with the university graduate law enforcement officer and the belief that he is superior to the nongraduate because of differences in their working personalities.

Davis, Edward M. "The Key to Professional Recognition." *Police Chief* 56(1977):540-44.
This author says in an editorial that professional recognition depends upon the ability of police to perform their duties, upgrade the police system, and secure and maintain the public's support and respect.

Day, Frank D. "Administration of Criminal Justice: An Educational Design in Higher Education." *Journal of Criminal Law, Criminology and Police Science* 56(1965): 540-44.
The author claims that graduates of this program are suited to handle complex social problems, integrate rapidly into agencies, and to advance to supervisory and managerial positions at an early stage in their careers.

Debro, Julius, and Siman, Beatrix. "Criminology and Criminal Justice Education: Perspectives for the Future." Presented at the American Society of Criminology Annual Meeting, 1978.
A historical development of criminal justice and criminology education is offered, with an overview of the difficulties faced by professional organizations attempting to apply uniform standards of accreditation to existing and proposed programs of higher education.

Deming, Romine R. "The Criminology Center—A Viable Model for Knowledge Impact in Areas of Dispersed Population." In *Education for Crime Prevention and Control*, Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 144-54.
This paper is concerned with knowledge impact in areas of dispersed population and with the resolution of problems in the criminal justice system.

Deshane, Michael, and Griswold, David B. *Educational Programs, Criminal Justice Manpower Needs, and Directions in Education—Focus on Region X*. Portland, Oregon: Portland State University. 1975.
This report presents a manpower needs assessment for the criminal justice systems in the northwestern states of Oregon, Washington, Idaho, Montana, and Alaska, and an analysis of criminal justice education programs.

DeZee, Matthew R. "The Sociology of Criminology: A Study of Graduate Schools of Criminology and Criminal Justice." Paper presented at the American Society of Criminology Annual Meeting. 1975.
This is an analysis of various relationships of some of the more traditional aspects associated with academe and the rating of educational departments.

DiGrazia, Robert J. "College Education for Police Officers," *Liberal Education* 63(1977): 154-58.

It is advocated in this article that new officers be required to attend college after being hired and that minimum standards of academic achievement be set for promotion.

_____. "Israel—Criminological Studies." *Annales Internationales de Criminologie* 12(1973):211-23.
The author outlines educational and research activities at the Institutes of Criminology of Hebrew University of Jerusalem, Bar-Ilan University, and Tel-Aviv University.

Duignan, John, F. "Education's Role in the Quest for Professionalism." *Police Chief* 45(1978):29.
The author addresses the question of whether college educated police officers perform "better" than their noncollege-educated co-workers.

Dulin, Stanley L. "A Study of Statewide Educational Incentive Pay Programs." *Journal of Police Science and Administration* 4(1976):223-34.
This is a review of incentive pay programs in three states, including a model educational incentive pay program for police officers.

Dynes, Patrick; Carlson, Eric; and Allen, Harry. "An Empirical Analysis of the Characteristics, Experiences and Careers of Law Enforcement Education Program Recipients: One Institution's Experience." Prepared for the American Society of Criminology Annual Meeting, 1977.
This study is based on a survey of students attending Ohio State University under the Law Enforcement Education Program (LEEP), and presents data on participant attitudes regarding past, present, and future experiences and expectations.

Eastman, Esther M. *Police Education in American Colleges and Universities: A Search for Excellence*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1972.
The three basic purposes of this project were to: (1) establish a profile of police education provided in American colleges and universities, (2) identify strengths and weaknesses of current efforts in this area, and (3) prepare substantive recommendations to facilitate the achievement of discernable and appropriate objectives of police education.

Eastman, George D. "Report on a National Study of Police Education." In *International Association of Police Professors Eighth Annual Conference Proceedings*. Atlanta, Georgia: Academy of Criminal Justice Sciences. 1970.
The report covers preliminary information on law enforcement education programs in fifty states, as reported through questionnaire responses.

Edwards, K. Dean. "The Police Officer as Instructor." *Police Chief* 42(1975):60-63.
With the present emphasis on professionalization of law enforcement, competent police officers often find themselves in the role of instructor.

Erikson, James M., and Neary, Matthew J. "Criminal Justice Education—Is It Criminal?" *Police Chief* 44(1975):36-38.
The nature of both pre-service and in-service higher education for law enforcement personnel is discussed in relation to the levels of practical experience and academic background of criminal justice educators.

Eskridge, Chris W. "Educating the Officer—Some Unsettling Considerations." Presented at the annual meeting of the Western Society of Criminology, 1978.
This paper reviews evidence regarding the relationship between higher education and police competency as reflected in work attitudes and civil evaluations of police performance.

_____. "Problems in the Use of Educational Standards: Another Side of the Controversy." *Police Chief* 44(1977):36-38.
The author discusses the conflicting evidence and logic regarding the true impact of higher education on police work attitudes.

Eynon, Thomas G. "What Is Higher Education in Criminology and Criminal Justice?" Presented to the American Society of Criminology Annual Meeting, 1977.

The author contends that higher education stimulates the understanding of heritage and deep concentration about the central concerns of human existence. In criminal justice education, this can be seen as a means of advancement. Every society must understand the forces that produce conformity and nonconformity to standards of conduct that greatly affect its existence.

Fabian, F.M. "Evolvement of Pre-Service Law Enforcement Education at the College and University Level." PhD dissertation, University of Idaho, 1965.
The author of this dissertation evaluates the status of police training and education in the United States.

Fabianic, David A. "The Need for Evaluation of Criminal Justice Education." *Criminal Justice Review* 2(1977):13-21.
The author says that criminal justice education programs will be under pressure to engage in self-examination, according to the accreditation standards suggested by the Academy of Criminal Justice Sciences.

_____. "Criminal Justice Education: Substance or Style?" *Criminal Justice Review* 3(1978):37-44.
The author argues that criminal justice educators make many assumptions about their objectives, competencies, and effectiveness in higher education, and it is important for them to respond to fundamental challenges regarding their activities and the premises upon which they construct criminal justice education programs.

_____. "Relative Prestige of Criminal Justice Doctoral Programs." *Journal of Criminal Justice* 7(1979):135-45.
Organizational sets are made up of the organizations with interchangeable personnel, important activity common to members, and a prestige order. The prestige order in other academic disciplines has been identified, and the survey reported in this article was an attempt to provide some preliminary information on the prestige order among criminal justice doctoral programs.

Farmer, Richard E. "Internships in Police Higher Education: An Evaluation." *Journal of Police Science and Administration* 6(1978):452-61.
The author concludes that internship programs enable student-interns to make informed career choices by allowing them to "size up" the requirements of the police role and giving them a more realistic educational perspective.

Felkenes, George T. "The Issues Facing Us." Presented at the Academy of Criminal Justice Sciences, 1977.
In this paper, the author examines some of the major difficulties confronting criminal justice education, and a call for other professional organizations, institutions, and related parties to coordinate efforts toward establishing a consistent national basis for program development in criminal justice education.

_____, ed. *Report of the Standards Committee Vol. III.* Academy of Criminal Justice Sciences. 1974.
This is a compilation of reports presented by panel participants in a conference on the importance of setting strict standards for higher education in criminal justice, as well as setting operation and performance standards for criminal justice agencies and personnel.

_____. "Standards and Accreditation for Criminal Justice Educational Programs." Presented at the Southern Conference on Corrections, 1976.
This paper states that quality programs in criminal justice education can be attained through the development of accreditation guidelines that dictate program objectives, curriculum content, faculty requirements, student services, and supportive resources at the postsecondary level.

_____. "Some Preliminary Findings in a National Study of Doctoral Students from Six Institutions." Prepared for the Annual Meeting of the Academy of Criminal Justice Sciences Annual Meeting, 1979.

This study was undertaken first, to develop a profile of doctoral graduates from institutions that have traditionally offered doctoral programs oriented specifically toward the field of criminal justice; and second, to secure an understanding of the attitudes, frustrations, and utilization patterns of this select group of individuals.

_____. "The Criminal Justice Component in an Educational Institution." *Journal of Criminal Justice* 7(1979):101-07.
The author examines the history of criminal justice education, the institutional location of criminal justice programs, the criminal justice program director's role, and the unique problems faced by criminal justice administrators.

Felkenes, George T., and Becker, Howard K., eds. *Law Enforcement: A Selected Bibliography*. Metuchen, New Jersey: Scarecrow Press. 1977.
Contains listings relevant to the field of law enforcement, including references to professionalization of the police service and higher education for pre-service and in-service officers.

Fike, Louis B.; Harlan, John P. Jr.; and McDowell, Charles. "Criminal Justice Curricula: A Reflective Glance." *Journal of Police Science and Administration* 5(1977):456-64.
The diversity in criminal justice curricula is examined and curriculum foundations for criminal justice education are discussed.

Finkenauer, James O. (1975) "Higher Education and Police Discretion." *Police Chief* 43(1975):450-57.
Research reported in this paper is the first step in a larger effort to uncover answers to questions regarding the relationship of higher education to the use of police discretion.

_____. "A Model Program: Accreditation of Non-Traditional Police Learning." *Police Chief* 43(1976):52-54.
The process delineated in this article represents an effort to break down the lack of interaction and communication between the world of education and the world of police work.

Finnigan, James C. "Study of Relationships Between College Education and Police Performance in Baltimore, Maryland." *Police Chief* 43(1976):60-62.
Comparison of evaluation reports of noncollege-educated police officers and college-educated officers indicates that the latter consistently received higher evaluations, regardless of the type of degree held.

Florida State University, Department of Criminology. "Correctional Theory, Criminological Research and Correctional Policy." *Proceedings of the Seventeenth Annual Southern Conference on Corrections*, 1972.
This chapter of the proceedings addresses the subject of criminologists and of criminal justice practitioners, as well as correctional theory.

Flynn, Edith Elisabeth, and Conrad, John P. *The New and the Old Criminology*. New York: Praeger Publishing Co. 1978.
In this book, attention is given to the educational processes of the criminologist and criminal justice practitioner. The subject of the education of the criminologist is examined in regard to the differences in professional development between criminologists in the United States and in Europe.

Fogarty, F., Schram, D., Walsh, M., and Wilson, P. *Evaluation of the Washington Criminal Justice Education and Training Center*. Columbus, Ohio: Bartelle Memorial Institute, Columbus Laboratories. 1974.
This program assessment includes background information on the center, a descriptive analysis of curricula, analysis of interviews with criminal justice personnel, and a cost analysis of the center's operation.

Folley, Vern L. "A Model Law Enforcement Curriculum for American Two-Year Colleges." EdD dissertation, University of Arizona, 1970.

The purposes of the research reported in this dissertation is to determine whether two-year law enforcement education programs are meeting the educational needs of law enforcement.

_____. "The Sphere of Police Education." *Law and Order* 15(1967):7 p.
The purpose of this article is to explain the distinction between police education and police training.

Ford Foundation. *Law and Justice*. New York. 1974.
A report of programs funded by the Ford Foundation (since the mid-1960s) in law enforcement, the courts, corrections, legal education, criminal justice research, and citizen participation.

Ford, Steven D. "A Controlled Intern Program." *Police Chief* 44(1977):52-53.
The author argues that the implementation of a controlled intern program would allow both the police and those interested in criminal justice careers to determine a potential recruit's qualifications in the field.

Foster, J. Price. "A Descriptive Analysis of Crime-Related Programs in Higher Education." PhD dissertation, Florida State University, 1974.
This doctoral dissertation describes the status of criminal justice and criminal justice-related education programs located in more than 900 institutions participating in the Law Enforcement Education Program (LEEP) in 1972-73.

_____. "Establishing Linkages Between Criminal Justice Human Resource Needs and Higher Education: Historical Perspectives and Policy Implementations." Presented at the Conference on Criminal Justice Human Resource Needs and the Collegiate Response, Michigan State University, 1977.
This paper describes the increased attention given to the goal of achieving professionalization in criminal justice careers, particularly in corrections and law enforcement.

Foster, J. Price, and Tatem, Barbara A. "Higher Education in Criminology and Criminal Justice: Current Issues and Future Directions." Prepared for the Southern Review of Public Administration, Criminal Justice Administration Symposium, 1978.
Academicians are being called upon to be accountable for the educational process, its purposes, outputs, allocation of resources, and its responsibility to the individual and society.

Foster, Jack D. "Criminal Justice Faculty: A Survey of Employment Practices in Higher Education Criminal Justice Programs." Youngstown, Ohio: Youngstown State University, 1973.
This survey indicates that significant differences exist in salary, hiring practices, and teaching orientations for criminal justice faculties of two- and four-year colleges and universities.

Fox, Vernon B. *Guidelines for Corrections Programs In Community and Junior Colleges*. Washington, D.C.: American Association of Junior Colleges. 1969.
The author contends that community and junior colleges can assist in the corrections field by increasing the effectiveness of semiprofessional personnel in all areas, and by providing pre-service and in-service education in the field of corrections.

_____. "Universities and the Field of Practice in Corrections." In *Criminology and Correctional Programs: A Study of the Issues*. Washington, D.C.: Joint Commission on Correctional Manpower and Training. 1968, pp. 57-67.
The role of colleges and universities in preparing potential careerists for employment in the field of corrections is evaluated, using program effectiveness measures and graduate acceptance in the job market.

_____. "The University Curriculum in Corrections." *Federal Probation*. 1959, pp. 51-57.
It is argued that to meet the demands and interests of the employment market and the

public, university and college curricula in corrections must be sufficiently broad and flexible.

Fraser, Jim. "Report to the Academy of Criminal Justice Sciences, Accreditation Committee, by the Subcommittee on Nontraditional Education." Columbia: University of South Carolina. 1978.
The report presents recommendations for the accreditation of programs in nontraditional educational situations.

Fremlin, P.M. *Modern Judicial Administration—A Selected Bibliography*. Reno, Nevada: National College of State Judiciary. 1973.
This bibliography contains entries pertaining to court administration, criminal and juvenile justice, courts and society, legal research, and judicial education.

Gambino, Fred J. Jr. "Higher Education for Police: Pros and Cons." *Law and Order* 21(1973):58-66.
This is a discussion of the interrelationship of higher education and the professionalization of law enforcement.

Gardner, Jerome D. "A Re-Examination of Police Preparatory Education." *Law and Order* 23(1975):30.
The author suggests that the study of child psychology can provide police officers with practical background to deal with noncriminal social and behavioral problems.

Garner, Gerald W. "Prerequisites and Training for Contemporary Police." *Law and Order* 24(1976):38.
The author reviews physical requirements for police officers, basic training standards, and innovations in police training, and discusses the use of varying entry levels based on education.

Gault, Robert H. "On the School for Police: Schedule for Course in Instruction of Police at Northwestern University." *Journal of Criminal Law, Criminology, and Police Science*. 7(1971):644-48.
This editorial describes the police science curriculum offered at Northwestern University.

Geary, David P. "College Educated Cops—Three Years Later." *Police Chief* 37(8) (1970):59-62.
According to this article, positive personality and performance traits in college and university educated policemen are: maturity, positive self-image, stability, self-discipline, and increased professionalization in dealings with co-workers and the general public.

Geis, Gilbert, and Meier, Robert F. "Looking Backward and Forward—Criminologists on Criminology as a Crime." *Criminology* 16(1978):273-88.
The authors survey the views of criminologists relative to their personal involvement in criminology and its development as a field of study and work.

Georgia, University of, Institute of Government. *Police Science Degree Programs in Georgia Colleges—Final Project Report*. In cooperation with the Board of Regents, University System of Georgia. Athens. 1970.
This is the final report of a study of the need and demand for police science degree programs in the colleges of Georgia, undertaken from September 1966 through March 1967.

_____, Institute of Government, Police Science Division. *An Evaluation of LEEP: Its Impact on Georgia Law Enforcement Officers*, Athens, Georgia. 1972.
This is the report of a special project instituted at the University of Georgia, with funding by the Georgia Bureau of State Planning and Community Affairs, that was responsible for an evaluation of the effects of LEEP on higher education for police officers.

_____. Institute of Government. *A Study of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia*. In cooperation with the University System of Georgia for the Board of Regents, Athens, Georgia. 1967.

This report presents the results of a survey to determine the need and demand in Georgia for two-year associate degree, a four-year degree, or a graduate degree program in police science.

Germann, A.C. "Education and Professional Law Enforcement." *Journal of Criminal Law, Criminology and Police Science* 58(1967):603-09.
The author discusses educational qualifications for police work, the setting of standards for educational attainment, and the type of law enforcement officer desired if professionalization is to be achieved in the field of law enforcement.

_____ "Law Enforcement Education and Training in the United States." *Police Chief* 24(1975):22-28.
The author reports on a survey of education and training for pre-service and in-service students in law enforcement, undertaken to gather data on the number and types of higher education programs available throughout the United States.

Gibbon, Don C., and Blake, Gerald F. "Perspectives in Criminology and Criminal Justice: The Implication for Higher Education Programs." Prepared for the Conference on Key Issues in Criminal Justice Doctoral Education, University of Nebraska, Omaha.
In this paper, the authors are concerned with the nature of criminal justice and criminology; criminological perspectives that have to do with crime and its causation; observations about trends in American criminality, and implications of emerging viewpoints for criminal justice education needs of the future.

Giddings, Larry A. "Criminal Justice Curriculum: A New Approach to Criminal Justice Education." *Police Chief* 37(1970)44-45.
The author argues in order that to structure a curriculum in criminal justice education, it is necessary to first know the type of higher education needed by persons employed in this system.

Gilbert, James N. "From the Street to the Classroom." *Police Chief* 41(1974):26-27.
The author delineates several areas of major concern confronting former law enforcement officers, turned college professors.

Girand, Dan."What is Right for Education in Law Enforcement." *Police Chief* 44(1977): 28-30.
This article addresses the shortcomings of secondary education which make it essential for the potential law enforcement recruit to continue his education at the postsecondary level so as to insure future professionalization in the field.

Glisson, Joseph M. "Education v. Training is not the Issue." *Police Chief* 43(1976):62.
The author argues that to achieve professionalism, educators and trainers must join forces in developing high standards for programs for pre-service and in-service students.

Gourley, G. Douglas. "In-Service Training of Policemen by Universities and Colleges." *Journal of Criminal Law, Criminology and Police Science* 44(1953):229-38.
This is a report resulting from a survey developed and administered to determine the current role being played by colleges and universities in in-service training of police officers.

Grant, Robert J., and Milne, Richard W. "Educational Incentive: A Unique Experience." *Police Chief* 42(1975):52-53.
Development of the Career Advancement Incentive Program by the Tucson (Arizona) Police Department, to increase the college education level among police personnel.

Graves, H. Ray. "Specialized Manpower Needs in Corrections with Emphasis on Social Work." In *The Field Consortium: Manpower Development and Training in Social Welfare and Corrections*, Michael J. Austin, Edward Kelleher, and Philip I. Smith, eds. Tallahassee: State University System of Florida. 1972. pp. 42-51.
The author argues that in order to enhance the desirability of a career in corrections, educational standards in corrections and related fields must be designed to meet the needs of specific manpower functions.

Greene, Jack R. "Improving the Quality of Law Enforcement Education: The Role of Internship Programs." *Police Studies* 2(1979):43-49.
The author argues that internship programs in law enforcement education provide: (1) a mechanism which mediates between teaching, research and service interests and their relationships to the curriculum; (2) a method for verifying the cohesiveness of the curriculum by obtaining feedback as to the appropriateness of educational delivery and its utility for constitutent groups; and (3) meaningful occupational grounding through the reinforcement of concepts and techniques acquired from classroom-based instruction.

Griffin, John I. "The Police Science Program of the Baruch School of the City College of New York." *Police* 4(1959):50-54.
This article discusses the police science program at Baruch, formulated for the advancement of effectively educating New York City's police force.

Gross, Solomon. "Higher Education and the Police: Is There a Need for a Closer Look?" *Journal of Police Science and Administration* 1(1973):477-83.
The article suggests that, whereas a college education may prepare the potential law enforcement officer to recognize and meet the humanistic demands of the profession, it is not a guarantee that the recruit will view higher education as a valuable preparatory experience.

Grygier, Tadeusz. "Education for Correctional Workers: A Survey of Needs and Resources." *Canadian Journal of Corrections* 4(1962):137-51.
This survey, conducted by the Canadian Corrections Association, reflects the growing need for the scientific treatment of offenders and the resulting need for correctional personnel who are highly trained and educated.

Guller, Irving B. "Higher Education and Policemen: Attitudinal Differences Between Freshman and Senior Police College Students." *Journal of Criminal Law, Criminology and Police Science* 63(1972):396-401.
Attitudinal differences between senior and freshman police college students are discussed, in this survey on the impact of college education on self-esteem and on attitudes toward others.

Guthrie, C. Robert; Hankey, Richard O.; and Riddle, Donald H. "Report of the Committee to Establish Guidelines for the Development of Law Enforcement Programs." Presented at the Fourth Annual Conference, International Association of Police Professors, 1966.
This report presents general guidelines suggested for use in developing criteria for higher education programs in law enforcement, including: suggested curricula and credits required for degree programs; minimum standards of faculty appointment and qualifications; and the enactment of law enforcement degree programs as separate departments, colleges, schools, or areas.

Guynn, Arnold L. and Leon, Moses A. "There's A New Look in Law Enforcement at Pima Community College." *Police Chief* 40(1973):61-62.
The authors describe the Pima County Community College program in criminal justice education for pre-service and in-service students.

Gwynne, Harry F. "Response to a Two-Year Community College: An Assessment of Its Involvement in Law Enforcement, 1966-1976." *Police Chief* 43(1976)54-55.
This is the rebuttal to an article ("The Two-Year Community College: An Assessment of its Involvement in Law Enforcement From 1966 Through 1976") by James D. Stinchcomb, *The Police Chief*, August, 1976, which blames instructors/coordinators for a deficiency reflected in the criminal justice curricula of a two-year community college.

Hackel, Alan S. "Police Education in Franklin County: A Study of Need." Ph.D dissertation, The Ohio State University, 1971.
This dissertation study was undertaken to determine the nature and need for university-based education beyond basic training, as this need manifests itself among Franklin County's (Ohio) practicing policeman.

Hahn, Paul H. "Correctional Workers." *Quarterly Journal of Ohio Department of Mental Hygiene and Correction*, 3(1969).
This article addresses the question of whether or not a reevaluation of professional training needs and pre-professional educational curricula would be helpful in improving the effectiveness and public image of correctional workers.

Hamann, Albert D. "Educational Oriented Incentive Plan." *Police Chief* 35(1968)40-42.
The article presents the design, components, and objectives of a program offering financial compensation to police for academic and non-credit courses, and years in service.

Hamilton, Lander C., and Bimstein, Donald. "Attracting College Graduates to Police Departments." *Police Chief* 39(1972):40-43.
This study surveys the college student population at Northern Virginia Community College, to determine which motivational factors attract or repel them from pursuing a career as a uniformed police officer.

Hancock, Donald. "Police Administrator's Role in Coordinating Academic Resources." *Police Chief* 39(1972):40-43.
The author argues that police training officers, acting as liaisons to the academic community, can combine the programs of two- and four-year colleges with police academy work.

Hanley, David M. "Police Professionalism: A View From The Middle." *Police Chief* 43(1976):50, 52.
The author indicates that police professionalism has generally been viewed as having three sides: (1) traditional, (2) nouveau professional, and (3) middle man—the latter being more experienced, possibly having some college education, and extracting the best of both worlds.

Henkin, Janet. "Cops in College: Observations on Teaching Criminology to Police." In *Education for Crime Prevention and Control*, Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 99-107.
This is an academician's analysis of pre-service and in-service students' attitudes toward the field of criminology, and their methods of adapting to and accepting the pre-defined role of law enforcement personnel.

Hernandez, Armand P. *Criminal Justice Graduate Programs Catalog*. Tempe: Arizona State University. 1975.
Graduate programs in criminal justice are listed, giving curriculum content, type of degree programs offered and location of such programs.

Hewitt, William H. "The Objectives of a Formal Police Education." *Police* 11(1964)25-27.
The author argues that the objectives of a formal police education are to combine the technical aspects of law enforcement with a broad, college-level, liberal arts foundation.

Heyns, Garrett. "The Road Ahead in Corrections." *Federal Probation* 33(1969)11-16.
This article presents some of the findings and recommendations of the Joint Commission on Correctional Manpower and Training regarding correctional education.

Hochreiter, Franklyn C. "Why Sociology in a Police Academy." *Police Chief* 43(1976): 69-73.
The author argues that sociology, the study of humans in groups, and psychology, the study of an individual as an entity, are essential in providing police officers with basic knowledge of why people act as they do, as individuals and in groups.

Hoffman, Dennis E.; Snell, Joel C.; and Webb, Vincent J. "Insiders and Outsiders in Criminal Justice Education." *Journal of Criminal Justice* 4(1976):57-61.
This paper addresses the "experience versus formal education" issue as it applies to faculty in criminal justice education.

Hoffman, Jonathan. "Can College Make Better Cops?" *College Management* 7(1972): 14-16.

The author argues that it is agreed that in order to meet the complex challenges of today's society, law enforcement officers need a broad background and broadening experience but disagreement arises over the value of college programs in the education of policemen.

Hoover, Larry T. *Police Educational Characteristics and Curricula*. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1975.
The author suggests that a consensus exists regarding the need to improve law enforcement, and to upgrade the quality of police officers, through the development of higher educational standards.

Hoover, Larry T., and Lund, Dennis W. *Guidelines for Criminal Justice Programs in Community and Junior Colleges*. Washington, D.C.: 1977. American Association of Community and Junior Colleges. 1977.
This monograph contains descriptions of curricula designed to present college students with an analytical and systemic perspective of criminal justice and related topics.

Howard, Charlotte C. *Criminal Justice Undergraduate Programs Catalog*. Tempe: National Criminal Justice Educational Consortium, Arizona State University. 1975.
This catalog contains a list of criminal justice undergradate degree programs in colleges and universities in the United States, including program descriptions, course offerings, and program completion requirements.

Hudzik, John K. "College Education for Police: Problems in Measuring Component and Extraneous Variables." *Journal of Criminal Justice* 6(1)69-82.
The author contends that there is a need for better control of methods when measuring the impact of college education on police design. Problems are discussed centering on the difficulties associated with controlling for component and extraneous variables.

_____. "Integrating Curriculum Design with Market Forces." East Lansing: Michigan State University, School of Criminal Justice, Criminal Justice Systems Center, 1977.
The crucial component of the project presented in this concept paper is the analysis of activity focused on relating market needs data to learning objectives at the college level.

Illinois, University of. "Development of a Curriculum in the Administration of Criminal Justice at the University of Illinois at Chicago Circle." Chicago: University of Illinois at Chicago Circle, Center for Research in Criminal Justice. 1967.
This paper presents a curriculum planned in response to the lack of human aspect in the training of law enforcement professionals and their resulting alienation from society.

_____. "Performance Oriented Basic Law Enforcement Training Course." Urbana, Illinois. 1973.
This is an instructor's guide for a course providing law enforcement students with the basic knowledge and skills necessary to become recruit peace officers.

Ingraham, Barton L., and Johnson, Knowlton W. "Characteristics of Undergraduates in a State University with Special Interest in Law Enforcement and Criminology: A Comparative Study." Presented at the Workshop for Correctional Educators in Colleges and Universities, Albany, New York; sponsored by the National Institute of Corrections, August, 1973.
The purpose of this study was to examine the characteristics of students enrolled in criminal justice areas of specialization, and to compare pre-service students in these programs with students of similar ages enrolled in other university or college academic disciplines.

International Association of Chiefs of Police, The Professional Standards Division. *Criminal Justice Education Directory, 1978-1980*. Gaithersburg, Maryland. 1978.
This Directory lists degree-granting institutions in the field of criminal justice, including program types, and selected data.

_____. "Law Enforcement Education." In *The Police Yearbook*, 1972. pp. 61-73.
Contains the papers and proceedings of the 78th Annual Conference, 1971.

This document contains five papers which address such issues as the need for college educated police officers; the establishment of "centers of excellence"; and government funding of police education programs.

International Association of Police Professors. *Proceedings International Association of Police Professors*. Eighth Annual Conference Proceedings, 1970.
The papers presented at the Eighth Annual Conference pertain to the quality of higher education programs in criminal justice, and to the increasing interest given to criminal justice as a career.

Jackson, R.J. *Canadian Association of Chiefs of Police Selection and Training of Police Officers—Phase I*. Canadian Association of Chiefs of Police, 1974.
This manual presents an overview of the existing training programs and available levels of training, within police agencies, community colleges, and universities.

Jacobs, James B., and Magdovitz, Samuel B. "At LEEP's End?—A Review of the Law Enforcement Education Program." *Journal of Police Science and Administration* 5(1977):1-18.
The purpose of this article is to review the history of the Law Enforcement Education Program (LEEP), to analyze the assumption on which it is based, and to describe the unique way in which it was funded.

_____. *The Heights and Depths of Criminal Justice Education*. Ithaca: Cornell University, 1977.
Rising interest in criminal justice education was fostered by the advent of the Law Enforcement Education Program (LEEP), but it was soon charged that the curricula, faculty and academic standards were of low quality and that accreditation procedures provided no guarantee of overall quality.

Jacobs, Robert C. "A College Curriculum in Criminal Justice—Employment Prospects for the Graduates." Ellensburg: Central Washington State College, 1972.
This is a study of Washington state manpower needs, and the value of college-level criminal justice education for police officers, correctional workers, parole and probation workers, court administrators and legal assistants.

Jagiello, Robert J. "College Education for the Patrolman—Necessity or Irrelevance?" *Journal of Criminal Law, Criminology and Police Science* 62(1971):114-21.
This article offers a retort to assertions from the field that academic training for patrolmen is largely irrelevant.

_____. "A 'Minus' in Police Legal Education." *Police Chief* 36(1969):20, 22-24.
This brief survey of police education programs in California police academies, junior colleges, and state colleges, explores the inadequacy of legal training and education in the field.

Jaywardene, C.H.S. "Criminologist: Theoretician or Practitioner." In *Education for Crime Prevention and Control*, Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas, 1975. pp. 103-43.
The author argues that the "practitioner-theoretician" dichotomy (refining and reformulation of theory, and guiding of practice), is viewed by some professionals in the field as a barrier to experimentation.

Jeffery, C. Ray. "Research and Training in Criminology." In *Crime Prevention Through Environmental Design*. Beverly Hills, California: Sage Publications, Inc. 1971. pp. 319-36.
The author suggests that at present, training in the areas of criminology, criminal justice and corrections focuses on the provision of services, and not on planning, research or administration.

John Jay College of Criminal Justice. Planning Group. "Criminal Justice Education: The End of the Beginning." New York, 1978.

In this study, the state-of-the-art of criminal justice education was surveyed, using a questionnaire distributed to members of relevant professional associations.

Johnson, Charles L., and Wilbanks, William. "The Impact of Criminology Courses upon Students' Perception of Etiology." Prepared for presentation at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.

This paper examines the development, the "why" and the "what" of higher education in criminology/criminal justice; and discusses the results of a study executed by the authors which attempted to discover the relative weight given by students to established views of etiology and the extent to which these views are changed by exposure to courses in criminology.

Johnson, Elmer H. "Personnel Problems of Corrections and the Potential Contribution of Universities." *Federal Probation* 31(1967):57-61.

The author suggests mobilizing university resources to meet the urgent problems of corrections and correctional education.

Johnson, Jennifer. *Analysis of State Law Enforcement Improvement Plans Re: Role of Two-Year Colleges in Correctional Staff Development*. Coordination Bulletin #16. Washington, D.C.: American Bar Association, Commission on Correctional Facilities and Services. Prepared for Correctional Officers Education Program, American Association of Community and Junior Colleges. 1973.

Utilization of law enforcement improvement plans by two-year colleges is summarized by state and by the section of the plan in which they were located.

Johnson, Jennifer, and Carr, Bradley G. *A Survey of Legislation, Regulations and Policies Supportive of Correctional Officer Education*. Washington, D.C.: American Bar Association. Prepared for Correctional Officer Educational Program, American Association of Community and Junior Colleges. 1973.

The report presents the results of a survey conducted for the Correctional Officer Educational Program (CEEP) regarding educational programs in personnel management and administration.

_____. *Survey of Line Officer Educational Needs—A Selective Inquiry Among College and Correctional Personnel*. Coordination Bulletin #15. Washington, D.C.: American Bar Association. 1973.

This paper discusses the results of four surveys administered at regional workshops for correctional personnel.

Johnson, Kenneth D. "The Role of Social Work Education in Preparing Personnel for the Corrections Field." *Federal Probation*, (1956)54-58.

This paper discusses the relevance of social work techniques to job performance, in the areas of probation and parole, law enforcement, juvenile aid and other intake services.

Johnson, Knowlton W. *New Direction in Criminal Justice Education—A Program Designed to Prepare College Students to Initiate Change in Criminal Justice*. College Park: University of Maryland, Institute of Criminal Justice and Criminology. 1975.

This paper describes an experimental training program developed and tested at the University of Maryland, which focuses on using an applied research and development approach to plan for innovation.

Johnson, Knowlton W., and Johnson, Frank P. "Change Agents Working From Below: Implications for Higher Education in Criminal Justice." *Urban Education* 12(1977): 167-88.

A critical issue addressed in this paper is the lack of response of higher education, especially four-year and graduate programs in preparing graduates to develop and implement change while being employed in entry-level positions.

Johnson, Knowlton W., and Wood, Bonnie S. *New Directions in Criminal Justice Education: Training Change Agents For Entry-Level Positions*. College Park: University of Maryland, Institute of Criminal Justice and Criminology. 1977.

The authors suggest that the development of a change agent training program in criminal justice is for the purpose of preparing a curriculum for college students in areas of program development, evaluation research, and interpersonal skill development.

Joint Commission on Correctional Manpower and Training. *Criminology and Corrections Programs: A Study of the Issues*. Proceedings of a seminar by the Joint Commission, Washington, D.C., May, 1968. Order publications from American Correctional Association, College Park, Maryland.
Higher education programs and curricula in criminology and corrections, as they relate to manpower, are presented.

_____. *Perspectives on Correctional Manpower and Training*. (Staff report) Washington, D.C. 1970.
This staff report presents an overview of the manpower concerns of contemporary corrections, including sections on education and workload standards, specialized manpower, educational development of correctional manpower, personnel recruitment and recruitment problems.

_____. "A Time to Act—Final Report of the Joint Commission on Correctional Manpower and Training." Washington, D.C. 1969. Order publications from American Correctional Association, College Park, Maryland.
This is a comprehensive review of the state of correctional manpower, as well as recommendations for improvement.

Jordan, Joseph M. "Higher Education for the Police Chief Executive." *Police Chief* 44(1977):26-27.
The author asserts that as local police agencies become more complex, and community and administrative problems require more background understanding, the need for well-educated police administrators becomes evident.

Joseph, Kenneth E. "A Study of the Federal Bureau of Investigation's Contribution to Law Enforcement Training and Education in the United States." PhD dissertation, Michigan State university. 1970.
This dissertation is an historical study of the contributions made by J. Edgar Hoover and the Federal Bureau of Investigation (FBI) to law enforcement training and education.

_____. "The FBI Academy and the University of Virginia—A Viable Academic Partnership." Presented at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.
The author traces the historical highlights of the affiliation developed by the University of Virginia and the FBI Academy in the quest for the professionalization of American law enforcement.

Joseph, Kenneth E. and O'Connor, James A. "Academe and the FBI Academy: Partners in the Quest for Police Professionalization." *Police Studies* (1978):13-18.
This is an overview of the FBI Academy: its inception, development, affiliation with the University of Virginia, and current efforts to bridge the communication gap between criminal justice educators and law enforcement practitioners.

Karachi, Loren, and Galvin, John J. "Higher Education Programs in Criminology and Corrections, Report of a Survey." In *Criminology and Corrections Programs: A Study of the Issues*, by the Joint Commission on Correctional Manpower and Training. Washington, D.C. 1968. pp. 10-27.
Criminology and corrections programs in colleges and universities were surveyed to assess the number and quality of courses, and overall curricular content, available to both pre-service and in-service students.

Katsaris, W.K. *Corrections Education: A Survey of Two-Year College Programs in the United States and Canada*. Tallahassee, Florida: Tallahassee Junior College. 1969.
In this survey, questionnaires were mailed to thirty-three colleges and universities having programs in corrections, in order to gather data on growth trends, program titles,

background data on program administrators, faculty profiles, degree programs, student data, and course offerings.

Kazorsoki, Ron, and Territo, Leonard. "The Graduate Intern as a Management Resource." *Police Chief* 45(1978):32, 34, 73.
The author argues that graduate internships can provide an agency with valuable research, administrative and specialized talent, and create mutually beneficial links between the agency and the university.

Kelley, Thomas M., and Kennedy, Daniel B. "Education/Training of Criminal Justice Personnel: Some Thoughts and Reflections." *Police Chief* 45(1978):60-63.
According to this article, training and education should be viewed by way of a continuum; the particular desired performance outcome would determine the appropriate combination of theoretical knowledge and technical skills required.

King, Glen D. "Law Enforcement Education, Consolidation and Research—Some Comments," (An adaptation of the author's remarks to the graduates of the FBI National Academy's 105th Session, 1976), *Police Chief* 43(1976):74-75.
The author suggests that law enforcement education can assist in developing police managers. Consolidation of intelligent planning and research directed by police must be designed so as to achieve a more efficient police force, resulting in a better served public.

Kirkham, George L., and Turner, Walter. "Apprenticeships in Criminology: The Integration of Theory and Practice Through Internships in the Criminal Justice System." Prepared for presentation to the Second Inter-American Congress of Criminology, Caracus, 1972.
The authors assert that if criminology education is to be effective, it must include a laboratory (internship) dimension that provides students with the opportunity to examine criminological knowledge, and its practice.

Klyman, Fred I. "Accountability and the Criminal Justice Instructor." Wichita, Kansas: Wichita State University. 1972.
The paper discusses a training project in Kansas for police academy and junior college faculty in criminal justice which is designed to upgrade teaching ability and professional knowledge.

Klyman, Fred I., and Karman, Thomas A. "Perspectives for Graduate-Level Education in Criminal Justice," *Crime and Delinquency* 20(1974):398-404.
Trends in enrollment and degree attainment in graduate-level criminal justice education before 1980 are discussed, and recommendations relative to degree structure, nomenclature, and time span are made.

Knowles, Lyle. "Evaluating Training and Educational Programs in Criminal Justice." *Journal of Police Science and Administration* 1(1973):336-44.
The Training and Educational Evaluation Measure (TEEM), as described in this article, can be applied to a variety of situations where educational and training programs utilize feedback and evaluation when reviewing program success.

_____. "Policeman in the Ivory Tower—A Challenge for the Professional Education," *Police* 16(1972):35-43.
Guidelines to be followed by the educator meeting the challenge of having the policeman-student in his classroom are presented.

Knowles, Lyle, and Timko, John. "Evaluating Educational Programs in Criminal Justice: A Technique for Obtaining Responses from Participants." *Journal of Police Science and Administration* 2(1974):107-14.
This article explains the evaluation instruments used to gain data from participant responses, regarding overall program effectiveness.

Knudten, Richard D. "Criminology and a Center for Criminal Justice: One Model." In *Education for Crime Prevention and Control*. Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 89-98.

The Marquette University Center for Criminal Justice and Social Sciences (Milwaukee, Wisconsin) is cited as a program model in which opportunities for service outside the boundaries of educational institutions are offered through cooperative efforts with governmental agencies.

Korim, Andrew S. *Improving Corrections Personnel Through Community Colleges—Final Report*. Washington, D.C.: American Association of Community and Junior Colleges, 1973.
This report discusses community college involvement in improving correctional manpower, and suggests standards for improving training and education programs.

Kratcoski, Peter C. "The Future Status of Criminology and Corrections Programs in the Field of Sociology." *Probation and Parole* (1972):49-54.
The differences in substance and orientation between programs offered within and outside of sociology departments are delineated.

_____. "The Integration of Social Sciences into the Fields of Criminology, Law Enforcement, and Corrections." Presented at The Second Inter-American Congress of Criminology, Caracas, 1972.
For this study, questionnaires were sent to faculty members involved in baccalaureate degree programs at colleges and universities listed in the *1970 Law Enforcement Education Program Directory*, in order to solicit information on their programs in criminology, corrections and law enforcement.

Kuldau, Von D. "Criminal Justice Education—Myths or Reality?" *Police Chief* 42(1975): 18-19.
The author claims that there are mistaken beliefs about the widespread existence of quality controls for criminal justice education.

_____. "Education—Punishment or Reward." *Police Chief* 4(1974):25-26.
This article discusses law enforcement higher education programs and the confusion created by having different types of programs developing independently of another.

_____. "Professionalization Implementation by State Legislation." *Police Chief* 43(1976):22-23.
The author observes that in an effort to achieve professionalization in law enforcement, the past decade has witnessed a drastic increase throughout the United States in college-level law enforcement (criminal justice) programs.

Kuykendall, Jack L. "Criminal Justice Programs in Higher Education—Course and Curriculum Orientations." *Journal of Criminal Justice* 5(1977)149-63.
The author observes that the growth of criminal justice education programs at United States colleges and universities has largely been the result of federal money available in the 1960s and 1970s; a variety of programs and curriculum orientations are described and trends are discussed.

_____. "Student Expectations and Curriculum Orientations." *Police Chief* 44(1977):82-83.
The author identifies various law enforcement education programs, degrees offered and curriculum models, and discusses the responses of faculty and students of San Jose State University Administration of Justice Department to questions involving descriptions and examples of curriculum models.

_____. "Toward an Integrated-Professional Model of Administration of Justice Education." *California Law Enforcement* 10(1976):103-09.
The author presents a review of previous efforts concerning the identification of curriculum models, and describes a curriculum that is an appropriate representation of the Integrated-Professional Model, believed to be the most desirable and effective model for undergraduate education in both the law enforcement and justice system.

Kuykendall, Jack L., and Hernandez, Armand P. "A Curriculum Development Model—Quality Control Programming in Justice Education." *Police Chief* 42(1975):20 ff.

This article outlines an eleven-step curriculum development process model for criminal justice education programs, designed to facilitate program uniformity and quality control standards.

_____. "A Curriculum Orientation Matrix for Justice Education." *Journal of Police Science and Administration*, 4(1976):346-51.
This article develops a criminal justice education matrix, delineates curriculum orientations based on the matrix, and uses the model as a program classification instrument.

_____. "Undergraduate Justice System Education and Training at San Jose State University: An Historical Perspective." *Journal of Criminal Justice* 3(1975):111-30.
The article discusses the development of a curriculum orientation matrix to analyze changes undergone by the Administration of Justice Department at San Jose State University, the results of which indicate movement from a law enforcement, training emphasis to the current system-oriented, professional social science mix.

_____. "A University's Administration of Justice Program (An Organizational Analysis at San Jose State University)." *Journal of Police Science and Administration* 2(1974):297-307.
This article presents the results of an analysis undertaken to determine the most appropriate organizational location for the San Jose State College's Administration of Justice Program, within the college's organizational structure.

Langhoff, N.T. "Essay—Police Education and Training—A Foundation for Change." *Criminal Law Bulletin* 8(1972):321-28.
The article presents guidelines for curriculum development in academic centers which provide instruction to law enforcement personnel.

Langley, Michael; Tibbs, Yvonne; Hales, William; and Hyder, Charles. "Curricular Differences Between Criminal Justice and Juvenile Justice." Presented at the Third Annual National Community College Social Science Association Convention, 1973.
This is a study undertaken to analyze and assess conceptual and curricular distinctions between criminal justice and juvenile justice.

Lankes, George A. "A Profile of the Police Science Student." *Police Chief* 38(1971):60-64.
The author argues that junior college police science curricula should provide a pre-employment program, emphasizing professional and higher education, for high school graduates interested in careers in criminal justice or law enforcement.

Lee, Donald. "The Issues Now—Education v. Training: Who Cares?" *Police Chief* 43(1976):32.
The author observes that the education and the training of pre-service and in-service police personnel have the common objective of providing quality professional police service.

Lejins, Peter P. "Curriculum Content of Criminology and Corrections Programs and its Relevance for Correctional Practice." Reprinted from *Criminology and Corrections Programs—A Study of the Issues*, pp. 28-56. Washington, D.C.: Joint Commission on Correctional Manpower and Training. 1968.
This is a proposal for an educational program in criminology and corrections, for correctional counselors, administrators, and rehabilitative personnel.

_____. "Expansion of Criminal Justice Education." In *Criminal Justice in the United States 1970-1975. An Overview of Developments in Criminal Justice*, pp. 21-35. College Park, Maryland: American Correctional Association. 1976. (Originally prepared for the Fifth United Nations Congress on the Prevention of Crime and Treatment of Offenders, Geneva, 1975.)
The state-of-the-art of the criminal justice system in the United States, covering the years 1970-1975, is presented in this review of national matters ranging from the prevention of crime and delinquency, to the expansion of criminal justice education, and the identification of standards and goals.

_____. *International Conference on Doctoral-Level Education in Criminal Justice and Criminology—Proceedings*, 1976.
This booklet contains speeches of participants at the conference attended by twenty-eight criminal justice educators from fifteen countries.

_____. *Introducing a Law Enforcement Curriculum at a State University*. Washington, D.C.: Superintendent of Documents, Government Printing Office. 1970.
The purpose of the paper is to assist colleges and universities in planning a curriculum in law enforcement and criminal justice by example of the University of Maryland.

Leonard, V.A. "Chinese Central Police College, A Unique Institution." *Police* 16(1972):16-21.
This article describes an undergraduate and graduate degree university, devoted to the training of police personnel.

_____. "Educational Policy and the Police." *Journal of Criminal Law, Criminology and Police Science* 33(1942):198-204.
This brief historical overview of college curricula pertaining to criminology, criminal justice, and law enforcement, stresses the need for qualified personnel in the police and correctional fields.

Li, P.M. "New Look In California Judicial Education." *Los Angeles Bar Bulletin* 49(1974):421-24, 437-40.
This is a progress report on the organization and objectives of California's Center for Judicial Education and Research.

Logan, John F. "Law Enforcement Education and the Community College." *Police Chief* 42(1975):26-28, 30.
In this article, emphasis is placed on the need for community colleges to offer continuing education, terminal degree programs, and transfer credit for academy curricula, and to provide vocational and training programs in law enforcement.

Loughrey, Leo C., and Friese, Herbert C., Jr. "Criminal Justice Guidelines for Educators and Practitioners." *Police Chief* 34(1967):34-39.
The authors assert that criminal justice can be viewed as both an academic discipline and a practice. To be successful it must involve a greater dialogue between educators and practitioners.

_____. "Curriculum Development for a Police Science Program." *Journal of Criminal Law, Criminology and Police Science* 60(1969):265-71.
The purpose of this article is to explore the possibility of developing a uniform approach to curricula in police science programs throughout the United States.

Lund, Lynn J , and Ven Wert, Frederic R. *A Comparative Analysis of Police Training Programs in Selected States Since Passage of the Omnibus Crime Bill*. Utah Intergovernmental Personnel Agency, Department of Community Affairs. (1972).
Police training and education programs in Florida, California, New Jersey, Indiana and New York are described, with special attention given to curriculum and instructor qualifications and compensation.

Lynch, Gerald W. "The Contributions of Higher Education to Ethical Behavior in Law Enforcement." *Journal of Criminal Justice* 4(1976):285-90.
This paper examines the relationship between higher education for law enforcement personnel and unspoken values of the academic world.

_____. "Criminal Justice Higher Education: Some Perspectives." *Police Chief* 43(1976):63-65.
This article reviews the steps which will be necessary to achieve law enforcement professionalization, and analyzes the role that higher education may play in criminal justice.

_____. "Educating the Police: The Debate Continues." *Police Studies* 2(1979): 3-5.

The author discusses the quality and nature of police education, prospects for the future, and public support and involvement.

McArthur, Jack "The Development of California's Standardized Two College Police Curriculum." *Journal of Criminal Law, Criminology and Police Science* 57(1966): 360-64.

This article indicates that as a result of rapid and widespread growth in higher education programs in colleges and universities the State of California developed uniform curricula for police in the field of law enforcement, particularly at the junior college level.

McCurdy, Lawrence "A Representative Curriculum from Two-Year Corrections Programs in Community and Junior Colleges in the United States." In *Selected Papers from the Workshop for Correctional Educators in Colleges and Universities Held in Albany, New York, August 1973*, Vincent O'Leary, ed. Washington, D.C.: National Institute of Corrections. 1973. pp. 87-103.

The purpose of this paper is to analyze various curricula in corrections, and to develop a model from which two-year college programs can create cohesive courses of study, on a nationwide basis.

McDowell, Charles P. "The Development and Validation of an Inventory of Academic Requirements for Criminal Justice Education." PhD dissertation, North Texas State University. 1972.

The purpose of this study was to develop a concept of higher education which would be responsive to the needs of criminal justice.

McGreevy, Walter; Rosbrook, George; and Lateef, A. Bari. "An Evaluation of a Police Science Program." *Police Chief* 45(1978):42-44.

This is a discussion of Lorain County (Ohio) Community College's degree program in police science which offers both technical skills courses and a liberal arts education.

McIntyre, Donald Y. "A Study of the Development of Education and Training of Florida's Law Enforcement Officers During the Period 1900-1972." PhD dissertation, Florida State University. 1972.

The purpose of this dissertation was to formulate an historical study of the development of education and training programs for law enforcement officers in Florida.

McLean, Robert J. *Education for Crime Prevention and Control*. Springfield, Illinois: Charles C. Thomas. 1975.

This is a collection of fifteen articles, written by educators in the field of criminal law and criminology, which stress the need for criminal justice education and propose an educational alternative to expanding anti-crime programs.

McManus, George P., and Griffin, John I. *Police Training and Performance Study (December 1969)*. Superintendent of Documents, U.S. Government Printing Office. 1970.

The total educational experience for the police officer is emphasized in this study of the New York City Police Department.

MacNamara, Donald E. "Higher Police Training at the University Level." *Journal of Criminal Law, Criminology and Police Science* 40(1950):657-65.

The author observes that the University of Southern California's degree program in law enforcement offers advanced in-service training, a liberal arts education, and law enforcement experience.

McTeague, Michael J. "A Study of the Development of and Proposal for a Two-Year Curriculum of Police Science for the State of Dakota." EdD dissertation, University of South Dakota. 1969.

This study was conducted to explore the present status of police education and training in South Dakota.

Madell, John D., and Washburn, Paul V. "Which College Major is Best for the Street Cop?" *Police Chief* 45(1978):40-42.

According to the authors, area of specialization and type of college degree attained may not make a difference in the level of performance of police officers in the field; but there is evidence that different types of college training and instruction may lead to differences in various aspects of performance and behavior.

Mark, Jack A. "You Too Can Be '*El Exigente*'—The Demanding One When Checking Into Criminal Justice Degree Programs; Some Suggested Caveats, Criteria and Checkpoints; With commentary on Undergraduate Curricula." *Police Chief* 42(1975):50-53.
This article contains suggested criteria for criminal justice education and degrees, and commentary on undergraduate courses of study and curricula.

Marsh, Richard F. "The Florida State University College of Education. A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities." Masters Thesis, The Florida State University. 1969.
The author asserts that four-year colleges and universities are expected to assist the field of law enforcement in obtaining the status of professionalization, through higher education programs.

Marsh, Richard F., and Strickler, W. Hugh. "College-University Curriculum for Law Enforcement." *Journal of Criminal Law, Criminology and Police Science* 63(1972): 300-03.
The article contains recommendations by an expert panel of basic courses in law enforcement, at four-year colleges and universities.

Maryland Governor's Commission on Law Enforcement and the Administration of Justice. *Report on Maryland Criminal Justice Higher Education Programs*. Cockeysville, Maryland. 1974.
This report presents policy recommendations made by the Maryland Governor's Commission, concerning higher education programs for criminal justice personnel within the State of Maryland.

Mathias, William, J. "A Criminal Justice Curriculum for An Urban Society." *Police Chief* 36(1969):16-18.
Georgia State College's criminal justice program is presented, with an explanation of the curriculum's three basic premises.

——————, ed. *Report of the Standards Committee Volume I*. Academy of Criminal Justice Sciences, November, 1972.
The ACJS Standards Committee presents in its report entitled "An Historical View of Criminal Justice Education, from 1900-1970," the current status of education programs in criminal justice, and a statement of philosophy of criminal justice degree programs in the area of research.

——————, ed. *Report of the Standards Committee Volume II*. Academy of Criminal Justice Sciences, November, 1972.
The Standards Committee Report, Volume II, is a compilation of papers and informative reports concerning the history of police education in the United States, the establishment of guidelines for law enforcement program development, criminal justice as an emerging field, and higher education for careers in criminal justice.

Meadows, Robert J. "Strenghtening the Two-Year Curriculum: A Nontraditional Communicative Approach.' *Police Chief* 45(1978):49-50.
The article focuses on student, faculty and community input, in improving the associate degree curriculum and course of study in law enforcement education.

Meehan, James B. "Police Participation in the College Training of Police." *Police* 8(1964): 24-27.
The City College of New York instituted a police science degree program in 1954 which has progressed from a two-year associate degree program to a four-year baccalaureate program, and also offers a master's degree in public administration for police science majors.

Melichar, Dudley W., and Shuman, I. Gayle. "Criminal Justice Curriculum Development Model." *Police Chief* 41(1974):32-34.
This article delineates the experiences of Arizona State University in developing an interdisciplinary law enforcement program leading to a bachelor of science degree in criminal justice.

Metropolitan Washington Council of Governments, D.C. *Directory of Law Enforcement Education and Training Programs in the Metropolitan Washington Area*. Washington, D.C. 1974.
The Directory identifies academic and specialized training programs readily available to law enforcement and criminal justice practitioners who desire professional advancement and/or improved job performance.

Michael, Geraldine. "Social Science Education for Police Officers." *Police Chief* 38 (1971):56-61.
This article reports the development of a general education program in social science, created to combine the technical aspects of law enforcement with social science principles and theories.

Miller, Jon, and Fry, Lincoln. "Reexamining Assumptions about Education and Professionalism in Law Enforcement." *Journal of Police Science and Administration* 4(1976): 187-96.
This article examines the negative effects of higher education on job performance and satisfaction among law enforcement officers.

_____. "Some Evidence on the Impact of Higher Education for Law Enforcement Personnel." *Police Chief* 45(1978):30-33.
This article discusses the effects of the increasing emphasis on higher education in law enforcement, and which types of preferred educational experiences further the goals of individual police departments.

Misner, Gordon E. "Accreditation of Criminal Justice Education Programs." *Police Chief* 42(1975):14-16, 78.
The author contends that the Academy of Criminal Justice Sciences should seek recognition as the accrediting body for collegiate-level programs in the criminal justice field.

_____. "Criminal Justice Education: A National Profile." Paper prepared for the Academy of Criminal Justice Sciences. 1978.
This is an in-depth analysis of the national professoriate in criminal justice education, based on data from surveys administered to members of the Academy of Criminal Justice Sciences.

_____. "Criminal Justice Education—The Unifying Force." In *Administration of Justice System—An Introduction*, Donald T. Shanahan, ed. Boston: Holbroook Press. 977. 12 pp.
This paper attempts to assess the impact of criminal justice educational programs by exploring the concept of a criminal justice nonsystem and the matters of educational objectives, faculty, and learning materials.

_____. "Faculty Preparation and Development." Presented at the Annual Meeting the Academy of Criminal Justice Sciences. 1978.
This paper argues that criminal justice faculty must strive for excellence in their positions and programs, and should set high standards and contribute to their support.

_____. "Accreditation—Its Implications for Criminal Justice Education." Prepared for the National Manpower Study. 1975.
The author discusses the general issue of accreditation and then delineates its specific implications for criminal justice education now and in the future.

Moeller, H.G. "Expanding Manpower Resources for Corrections in the United States of America." *International Review of Criminal Policy* 31:3-54.

The author contends that the needs of the professional correctional system, in regards to manpower recruitment and retention, can be met through advanced degree programs offered at four- and two-year colleges.

Monahan, John. "Toward Undergraduate Education in the Interface of Mental Health and Criminal Justice." *Journal of Criminal Justice* 2(1974):61-65.
This article describes an undergraduate course that combines mental health and criminal justice, and analyzes its contribution to the field in terms of preparing future graduate and law students for specializing in this area.

Moore, Merlyn D. "The Field and Academia—A Message." *Police Chief* 42(1975): 66-69.
This is an analysis of the results of a survey of the placement and utilization of all Michigan State University graduates (School of Criminal Justice), between 1938 and 1972.

_____. Higher Education for Criminal Justice Careers." In *Education for Crime Prevention and Control*, Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 55-65.
According to the author, many criminal justice education programs in two- and four-year colleges and universities are preparing individuals for entry-level positions within the system, and are also offering built-in career ladders, whereby mobility can be achieved through in-service education and training, and prior work experience in the field.

_____. "A Study of the Placement and Utilization Patterns and Views of the Criminal Justice Graduates of Michigan State University." PhD dissertation, Michigan State University. 1972.
The author contends that to plan effectively in the area of criminal justice education, there must be a clear understanding and knowledge of what happens to the student following graduation.

Moran, T. Kenneth; Berger, James C.; and McKenzie, Janice R. "A Process for Assessing Criminal Justice Education: Methods-Programs-and Evaluation." *Police Chief* 44(2): 46-48.
Methods used by the John Jay College of Criminal Justice to set up its curriculum and to evaluate its program, are described. Such evaluation is considered essential for successful reform.

Moran, T. Kenneth, and Bonita, Thomas J. "Models for Criminal Justice Programming." Prepared for presentation at the 1978 Academy of Criminal Justice Sciences Annual Meeting, 1978.
The authors contend that models for criminal justice education are based on history (development), philosophies (goals), program design (structures), and perception of future trends (directions).

More, Harry W., Jr. "Law Enforcement Training in Institutes of Higher Learning." *Police* 5(1961):6-9.
The article contains a brief, general description of Project Star (System and Training Analysis of Requirements), a comprehensive research effort to define roles, functions, objectives, and knowledge and skill requirements, for operational criminal justice personnel.

Morgan, James P., Jr. "Considerations in Law Enforcement Education." *Police Chief* 37(1970):36, 38, 40.
The author states that the Law Enforcement Assistance Administration and its Law Enforcement Education Program has fostered increased interest in law enforcement as a career, and has stimulated much interest among current and potential law enforcement practitioners in obtaining a college degree.

Morgan, Leo T. "Education in the Police Profession." *Law and Order* 25(1977):28, 30, 31.

The author argues that both education and experience are needed to make the best possible police department.

Moynahan, James M. "Training the Police Officer in a Liberal Arts College." *Police Chief* 40(1973):58-60.
The author addresses the subjects of academic training and vocational training for police officers, stressing the need for an academic degree.

Muehleisen, Gene S. "California's Professionals." *Police Chief* 37(1970):44-45.
This is a discussion of California's State Commission on Peace Officer Standards and Training, which requires some level of college education for professional and police practice.

Mueller, Gerhard O.W. "Criminal Law Education and Research Center, Report of the Director, 1970-1971." New York: New York University Law Review. 1971.
The report describes programs created to enrich and broaden the educational offerings at New York University, in the field of criminal justice.

_____. "Differential Distribution of Pedagogic Responsibilities in Training of Human Resources for Criminology: Thoughts on LEAA's Centers of Excellence Programs." Presented at the Caracas, Venezuela Congress of the American Society of Criminology, November 1972.
The paper indicates that beginning in 1971, LEAA proposed to establish ten regional criminal justice "centers of excellence," largely to deal with acute manpower shortage facing the criminal justice profession.

Myren, Richard A. "Academia and the Criminal University System: Development of a Role." *Police Chief* 33(1966):20 pp.
The article indicates that New York's State University System has, in recent years, developed several degree programs in police science and in corrections, as well as established a graduate school of criminal justice.

_____. "Accreditation Rides Again." Prepared for the American Criminal Justice Society, 1973.
Actions taken in response to a directive to investigate the question of accreditation of higher education programs in criminal justice are presented in this report to the Academy of Criminal Justice Sciences.

_____. "Building a Criminal Justice Career Tradition." Presented at the Eighth Annual Conference of the International Association of Police Professors, 1970.
The paper presents criminal justice career system manpower needs, higher education programs required to develop manpower potential, and possible barriers to goal attainment.

_____. "A Core Curriculum for Undergraduate Academic Police Training." *Journal of Criminal Law, Criminology and Police Science* 49(1958/59):507-09.
This article presents a minimum core curriculum, basic to all programs, and offering easily transferable credit from one institution of higher learning to another.

_____. "Education for Correctional Careers: To L.T.W." *Federal Probation* 38(1975):51-58.
The article discusses a proposed Criminal Justice Career System, and the parallel higher education system required to produce criminal justice careerists (especially, corrections careerists).

_____. "Education in Criminal Justice." A Report prepared for the Coordinating Council for Higher Education. 1970.
California's institutions of higher education are studied through research into manpower needs and resources, research needs and resources, community (junior) college and state (senior) college programs, and the role of state government in the development of crime-related programs in higher education.

_____. "Higher Education for Criminal Justice Careers." In *Education for Crime Prevention and Control*, Robert J. McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 56-65.
The paper states that individuals are being prepared for entry-level positions in the criminal justice system through pre-service and in-service educational programs in two- and four-year colleges and universities; some of these programs include career ladder courses of study, giving credit for life experience.

_____. "Nature of the Criminal Justice Doctorate." Presented at the Conference on Key Issues in Criminal Justice Doctoral Education, Omaha, 1975.
This paper contends that the nature of the doctorate in criminal justice can be made disciplinary or professional, or a combination of the two.

_____. "The Role of State Government in Criminal Justice Higher Education." *Journal of Criminal Justice* 7(1979):109-23.
This article discusses the origin and growth of criminal justice higher education, the current role as well as a model role for state agencies and pressure groups. The responsibility of initiating programs should lie with the faculty members and their institutions, and the state should then determine the need for graduates of such programs and should oversee the programs' continuity and quality.

National Advisory Commission on Higher Education for Police Officers. *Proceedings of the National Symposium on Higher Education for Police Officers*. Washington, D.C.: Police Foundation, 1979.
Presented are the discussion highlights of the symposium organized to serve as a national forum for educators, police personnel and public administrators on issues relating to post-secondary education for police officers.

National Criminal Justice Educational Consortium, Arizona State University. *Criminal Justice Graduate Programs Catalog*. Tempe. 1975.
This is a directory of master's and doctoral degree programs in criminal justice, including such information as admission and completion requirements, and course descriptions.

_____. *Criminal Justice Graduate Programs Catalog, Supplement No. 1* Tempe. 1976.
This is a list of master's and doctoral programs in criminal justice in the United States, including program descriptions, course content, admission requirements, and program completion requirements.

National Institute of Corrections. *Contemporary Issues in Higher Education Programs in Corrections—A Report from the Workshop for Correctional New York, 1973.*
This is a report of a sixteen-day conference in which the characteristics and problems facing higher education programs in corrections, were discussed.

Neary, Matthew. *Higher Education for Police* (Professional Law Enforcement Problem Series.) University City, Missouri: American Academy for Professional Law Enforcement. 1977.
This transcript of the symposium on higher education for police contains edited discussions from the workshops on the value of higher education for police, curricula for two- and four-year programs, and program administration.

Negley, James C. "Pre-service Training in California Junior Colleges." *Police* 7(1963): 22-25.
The article states that California's junior colleges and peace officers work together to identify the essential needs of a pre-service education and training program.

Nesom, Elmer K., Jr. "A New Approach to Graduate Training in Criminology at the University of British Columbia." *Journal of Criminal Law, Criminology and Police Science* 44(1953):433-37.
The author discusses the graduate curricula in criminal justice, criminology, and corrections, offered at the University of British Columbia.

New Jersey, Department of Law and Public Safety. Division of Criminal Justice, Police Training Commission. "Higher Education of Police Officers in New Jersey."1979.
The paper addresses the issues of: (1) the lack of police practitioner input into educational activities for police personnel and (2) the effort of a national entity accrediting the college programs police officers attend.

New York University of Judicial Administration. *Judicial Education in the United States —A Survey*. New York. 1965.
The survey presents the characteristics and impact of programs that assist in transforming a legally trained individual into an effective and competent jurist.

Newman, Charles L. "Education and Training for the Field of Corrections."*Annales Internationnales de Criminologie* 5(1968):371-77.
This article raises the issues of (1) identifying the correctional field as an entity separate from sociology, social work or law, yet subsumed within the field of social welfare, and (2) establishing an appropriate course of study.

_____. "The University and the Criminal Justice System: Partners for a Science of Criminology." In *Education for Crime Prevention and Control*, Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975. pp. 5-10.
The author discusses the lack of interdisciplinary criminology, the establishing of coordination between academic and criminal justice field-based personnel, and the three areas of criminological responsibility—research, education, and staff development.

Newman, Charles L., and Price, Barbara R. "Police Executive Development: An Educational Program at the Pennsylvania State University." *Police Chief* 41(1974):74-77.
The article discusses the Pennsylvania Police Executive Program (POLEX), an educational experience planned to enhance leadership potential.

Newman, Donald J. "Criminal Justice Education in Wisconsin: Report and Recommendations to the University of Wisconsin System." Madison: University of Wisconsin System. 1974.
The author contends a good criminal justice program focuses on correctional skills, law enforcement techniques, court functions and procedures; and study of political ideology, regarding social control and justice.

North Carolina Association of Criminal Justice Educators. "Educational Needs of the North Carolina Criminal Justice System." Presented at the Annual Meeting of the Association, 1974.
This position paper discusses how universities, colleges and technical institutes can best answer the educational needs of the criminal justice system; and contains a policy statement and recommendations. It was unanimously adopted.

North Carolina Association of Criminal Justice Educators, Long Range Planning Committee. "Special Report on Criminal Justice Education in North Carolina." Greensboro: Guilford College. 1977.
The report delineates the purposes and goals for criminal justice education in the State of North Carolina, as they relate to specific needs of the criminal justice system.

North Carolina Department of Justice. *North Carolina—Criminal Justice Training and Standards Council—Regulations Manual, Revised Edition*. Raleigh. 1973.
This manual states that the objective of the Council is to raise the level of competence of criminal justice personnel by establishing minimum standards for employment, retention and training.

O'Connor, James A. "Bramshill: An American's Perception." *Police Chief* 43(1976):66-68, 90.
The article describes Bramshill Police College's fundamental purpose as providing higher education and training for present and future leaders of the police service in Great Britain and Wales.

_____. *Selected Papers from the Workshop for Correctional Educators in Colleges and Universities—Albany, New York, August 1973.* Washington, D.C.: National Institute of Corrections. 1973.
This document contains the text of five papers which deal with the need for collaboration and coordination between institutions of higher learning, agencies of corrections, criminal justice systems, and planning agencies.

O'Leary, Vincent, ed. *Contemporary Issues in Higher Education Programs in Corrections—A Report from the Workshop for Correctional Educators in Colleges and Universities—Albany, New York, August 1973.* Washington, D.C.: National Institute of Corrections.
This report summarizes a number of the significant topics covered at the Workshop, and includes program evaluation instruments and procedures as utilized by correctional education faculty members and Workshop participants.

Olivet, George D. "Ethical Philosophy in Police Training." *Police Chief* 43(1976):48, 50.
The author argues that it is possible to know information without having any compulsion to act upon it. Future police training must, of necessity, include extensive discussions on ethical philosophy, for it will supply the motivating "why" to the already understood information of "what and how."

Olson, Bruce T. "Notes on a Philosophy of Criminal Justice Education." An essay written in two stages. 1974, 1975.
Stage I covers such topics as the Law Enforcement Education Program (LEEP), criminal justice curriculum suggestions, and program development and management; Stage II incorporates responses received from the author's colleagues pertaining to ideas on criminal justice education.

O'Reilly, James T. "Bridging the Gap: Law Enforcement and Legal Education." *Police Chief* 40(1973):54-57.
The article examines the impact of a law education on the police officer, in terms of promotion within, and potential value to, the department.

O'Rourke, William J. "Should All Policemen Be College Trained?" *Police Chief* 38(1971):36-38.
The merits of requiring policemen to possess baccalaureate degrees are presented, but it is also stated that this requirement need not be a requisite for entry-level positions.

Ostrom, Elinor. *Police Department Policies Toward Education.* Bloomington: Indiana University, Workshop in Political Theory and Policy Analysis. 1977.
Data from a survey of police agencies in eighty municipal areas are examined, in a study of departmental policies pertaining to educational requirements and personnel incentive programs.

Palmer, John W. "The Police Paraprofessional—An Alternative to the Police Legal Advisor." *Police Chief* 40(1973):56-57.
The author reports that Columbus, Ohio's Police Department and the Capital University Law School have joined in an effort to develop a new source of manpower that provides both legal advice and assistance: the Police Paraprofessional.

Parker, L. Craig, Jr.; Donnelly, Martin; Gerwitz, David; Marcus, Joan; and Kowalewski, Victor. "Higher Education: Its Impact on Police Attitudes." *Police Chief* 43(1976):33-35.
The article addresses the questions: Does education make a difference in the performance of police work, and if so, what kind of difference does it make?

Parker, L. Craig, and Goldfeder, Eileen. "Productivity Ratings of Graduate Programs in Criminal Justice Based on Publication in Ten Critical Journals." *Journal of Criminal Justice* 7(1979):125-33.
Articles published by full-time faculty members at fifty-two institutions of higher learning

were included in this study designed to assess the level of scholarly productivity among faculty members of programs in criminal justice graduate education.

Parker, William L., Jr. "Training and Education: A Big "Plus" for the Nashville Police Department." *Police Chief* 40(1973):36-37.
The author reports that through higher education and training, police officers showed marked improvement in self-confidence and self-image, and were better prepared to respond to common police problems.

Patrick, H.W. "Salt Lake City Police Department: Career Education in Law Enforcement."*Police Chief* 42(1975):56-57.
Exposure to education and training is made possible through the career education certificate program developed by the Salt Lake City (Utah) police department.

Patterson, David, and Feigenbaum, Don. "Articulation in Criminal Justice." Presented at the Academy of Criminal Justice Sciences meetings, Cincinnati, 1978.
The authors discuss the problem of defining what constitutes a criminal justice program, both conceptually and in terms of curriculum, and present an Articulation Proposal to address this definitional problem.

Payton, George T. "The Measurement of Attitudes of Chicano Freshmen who are Preparing for a Criminal Justice Career." Sponsored by the Bureau of Occupational and Adult Education (DHW/OE). 1975.
This paper discusses an eight-year study of the academic performance and drop-out rate of Chicano students majoring in law enforcement, conducted at San Jose City College.

Pava, James R. "Send an Officer to Law School—The Police Legal Advisor, Another Dimension." *Police Chief* 38(1971):58-59.
This article indicates that due to a revision in the LEEP grant guidelines, police officers now qualify to pursue the study of law with financial backing from the Law Enforcement Assistance Administration's educational funding program.

Phelps, Thomas R. "Correctional Manpower and Correctional Education in Colleges and Universities." In *Selected Papers from the Workshop for Correctional Educators in Colleges and Universities Held in Albany, New York, August 1973.* Vincent O'Leary, ed. Washington, D.C.: National Institute of Corrections. 1973. pp. 1-24.
The author contends that to staff correctional manpower development programs with qualified personnel, those concerned with improved services need to evaluate and, where necessary, improve their training and education programs, on a continual basis.

Piven, Herman, and Alcabes, Abraham. *Education, Training and Manpower in Corrections and Law Enforcement—A Digest of Data—Source Book 2—In-Service Training 1965 and 1966.* Washington, D.C.: U.S. Department of Health, Education, and Welfare. 1966.
Data tables summarize questionnaire responses on personnel training programs utilized by 1,449 correctional and law enforcement systems in the United States.

Plumer, Davenport. "Qualitative and Quantitative Program Evaluation: A Multiple Perspectives Approach." Presented at the Annual Meeting of the Academy of Criminal Justice Sciences, 1978.
College-wide self-assessment is discussed, emphasizing: the most useful and productive evaluation design; methods of adapting that design to effectively assess both traditional and nontraditional programs; elements of the program that should be stressed by the design; and the measures of program effectiveness that can be used for a particular program.

_____. "Higher Education for Police: Catch-22 by Any Other Name." Prepared for Presentation at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.
The author evaluates undergraduate education for criminal justice personnel from the standpoint of outcomes; many undergraduate police education programs must claim

implicitly or explicitly that they contribute to the improvement of the criminal justice system.

Pockrass, Robert M. "A Vehicle for Learning: Internships." *Police Chief* 41(1974):241-43.
The author discusses that Mankato (Minnesota) State College's Law Enforcement Program utilizes an internship program designed to bring the student closer to the everyday work environment.

Poland, James M. "A Paradox in Criminal Justice Education." *Police Chief* 45(1978): 37-39.
This article addresses the issue of who teaches the instructors of criminal justice, who in turn prepare students to become professionals in the field.

Polk, Kenneth. "The University and Corrections: Potential for Collaborative Relationships." Prepared for the Joint Commission on Correctional Manpower and Training, Washington, D.C. 1969.
The author argues in this consultant's paper that there is a great need for the university to develop a multidisciplinary curriculum directed toward training professionals to work in the field of corrections.

Pomerance, Rocky. "Education and the Police Officer." *Police Chief* 42(1975):8.
The author contends in this editorial that through formal education and training, police officers gain the knowledge and skills necessary to deal directly and effectively with people as total human beings.

Prout, Robert S. "Analysis of Associate Degree Programs in Law Enforcement." *Journal of Criminal Law, Criminology, and Police Science* 63(1972):585-92.
The author stresses that philosophical disputes between general education and professional education approaches should not overshadow the purposes of higher education.

_____. "Criminal Justice Internships—Exposure or Attainment." *Police Chief* 42(1975):36-37.
The author argues that credits for internships offered as part of a criminal justice curriculum should be based on what is learned during the internship (academic relevance), not merely on the number of clock hours spent in the work situation.

_____. "Meeting Ohio's Law Enforcement Needs Through a Vocational-Technical Curriculum." Columbus: Ohio State University. 1972.
This paper describes a two-year, six quarter course program. The author concludes it combines the best of law enforcement education programs that were reviewed, and will significantly upgrade the performance of the Ohio policeman.

_____. "Methodology for Developing an Educational-Training Curriculum in Law Enforcement Education." *Police* 16(1972):32-34.
The article offers suggestions for combining technical training and academic instruction within the framework of an associate degree program.

_____. "A Report on a Methodology for Obtaining Criminal Justice Program Evaluation Data from Alumni." Prepared for presentation at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.
The author delineates various potential sources for gathering data about criminal justice program quality, and attempts an evaluation from the alumni's perspective, of a criminal justice program at the Center for Studies in Criminal Justice, Saint Cloud State University.

Quane, Roger. "Individualized Instruction." *Police Chief* 40(1973):70-72.
The author explains that individualized instruction refers to a systematic means of transmitting information to the learner according to his own mental and behavioral ability in an educational setting, without retarding or exceeding the ability of other learners.

Razinowicz, Sir Leon. "University of Cambridge—Institute of Criminology—Meeting of the Advisory Council, 17 May 1972. Report by the Director of the Institute." Cambridge, England. 1972.
Included in this report is a description of the staff and organization of the Institute, a list of Institute publications, descriptions of research in progress, and a review of the post-graduate and doctoral studies.

Regoli, Robert M. "The Effects of College Education on the Maintenance of Police Cynicism." *Journal of Police Science and Administration* 4(1976):340-45.
This study of the New York City Police Department examines the effect of education on police cynicism. The hypothesis that cynicism and education would be inversely related was not statistically supported.

Regoli, Robert M., and Schrink, Jeffrey. "Dogmatism Among Law Enforcement-Oriented, Corrections-Oriented, and Noncriminology Students: An Extension." *Journal of Police Science and Administration* 5(1977):232-35.
This article discusses a study conducted among 271 university students to determine the strength of the relationship between dogmatism and occupational preference.

Reppetto, Thomas A. "Bachelors on the Beat: Organizational Design of the Educated Police Department." *Journal of Police Science and Administration* 7(1979):1-11.
The author discusses the nature of policing in terms of task, organization and milieu, and speculates on police organization in the future.

Rich, Vernon E. "The Development of Model Training and Continuing Education Curriculum and Supporting Rationale for a Criminal Justice System Serving a Metropolitan Region." PhD dissertation, Michigan State University. 1971.
The major products of the study were the theoretical conceptualization of criminal justice education, the taxonomy of personnel positions and task statements, the curriculum criteria, and the supporting rationale for the criteria.

Riddle, Donald H. "The Emerging Field of Criminal Justice." In *1970 Proceedings of the International Association of Police Professors*. Presented at the Eighth Annual Conference, 1970.
The author asserts that criminal justice is emerging as a single field of knowledge that encompasses the preceding specialties of police science, corrections, and related fields.

_____. "Faculty and Curriculum Development in Criminal Justice Programs." Delivered at the Conference on Key Issues in Criminal Justice Doctoral Education, University of Nebraska at Omaha, 1975.
This paper examines the constituent subcategories of the criminal justice field (social control, social deviance, institutions) and offers recommendations concerning the development of an ideal faculty and curriculum in criminal justice.

Roberg, Roy R. "An Analysis of Relationships Among Higher Education, Belief Systems, and Job Performance of Patrol Officers." *Journal of Police Science and Administration* 6(1978):344-66.
The author asserts that police personnel with general enforcement powers should possess baccalaureate degrees.

Roberts, Argel E. *Texas Law Enforcement Degree Programs Enrollment Data*. Texas Commission on Law Enforcement Officer Standards and Education. Austin. 1974.
This document contains collected information from community colleges and universities in Texas, concerning degrees offered, student enrollment, and faculty.

Robertson, Mary A., and Tracy, Charles A. "Education and Training of Criminal Justice Personnel—A Bibliography—Final Report." Menlo Park, California: Stanford Research Institute. 1971.
This report organizes bibliographic references from the United States and select foreign countries into four sections—criminal justice, law enforcement, judicial, and corrections.

Roebuck, Julian, and Zelhart, Paul. "The Problem of Educating the Correctional Practitioner." *Journal of Criminal Law, Criminology and Police Science* 56(1965):45-53.
The article presents the results of a poll concerning the judgement of significant contributors to the field of corrections, with regard to the academic preparation of probation, parole, and institutional counselors.

Rotella, Salvatore C., and McCann, Robert E. "Law Enforcement Education in Chicago," *Police Chief* 37(1976):52-55.
This article describes the cooperation between the Chicago Police Academy and the Public Service Institute in the establishment of an A.A. degree law enforcement program.

Ryan, T.A. "Career Education in Corrections—Proceedings of a National Work Conference." Conducted by the University of Hawaii, Chicago, 1972.
This document contains papers and reaction statements representing the viewpoints of labor, education, corrections, economics, and the ex-offender as well as the preliminary version of a conceptual model of career development for criminal justice staff and offenders.

Salten, David G. "Innovative Delivery Systems in Criminologyand Criminal Justice Education." Presented at the Annual Meeting of the American Society of Criminology, 1977.
This speech describes CAPP, New York Institute of Technology's College Accelerated Program for Police, the largest college program for criminal justice personnel in the United States.

Sanderson, B.E. "Police Officers: The Relationship of College Education to Job Performance." *Police Chief* 44(1977):62-63.
This study of the Los Angeles Police Department's personnel was undertaken in an attempt to equate the value of education to job performance.

Santarelli, Donald E. "Education for Concepts—Training for Skills." *Police Chief* 41 (1974):20, 76.
The Law Enforcement Education Program (LEEP) encourages the pursuit of higher education by criminal justice practitioners, and attracts college students into law enforcement careers.

Saunders, Charles B. *Upgrading the American Police, Education and Training for Better Law Enforcement*. Washington, D.C.: Brookings Institute. 1970.
Various means of improving the quality and quantity of law enforcement personnel are considered, at both local and federal levels.

Schrink, Jeffrey L., and Grosskopf, Edmund W. "The Law Enforcement Internship." *Police Chief* 45(1978):37 pp.
The authors attempt to provide law enforcement officials with a more precise understanding of internships by reviewing general parameters in internship programs.

Schroeder, Oliver, Jr. "Police Education: A University Aids the Smaller Departments." *Police* 4(1959):15-19.
The author describes how in 1953, the Law-Medicine Center at Western Reserve University (now Case-Western Reserve University) met the challenge of the professionalization of law enforcement through programs in higher education.

Seale, Lois. "Where is Criminal Justice Education Going?" Presented at the Twenty-Third Annual Conference on Corrections, Florida State University School of Criminology, Center for Professional Development and Public Service, 1978.
The author contends that to meet the demands for correctional personnel possessing the knowledge, skills and attitudes required to deal with crime in our society, higher education programs in the fiel of criminal justice are becoming more holistic and comprehensive rather than vocational in nature.

Senna, Joseph J. "Criminal Justice Higher Education—Its Growth and Directions." *Crime and Delinquency* 20(1974):389-97.

This article traces the development of higher education in criminal justice in the United States, from the early 1920s to the present, with respect to number of programs and student enrollment.

_____. "The Need for Professional Education in Probation and Parole." *Crime and Delinquency* 22(1978):67-74.
The article examines the tasks of probation and parole officers, and relates them to the differing academic programs used by such personnel.

Shanahan, Donald T. "Education for Police Service (professional or liberal arts)." In *The Administration of Justice System: An Introduction*. Boston: Holbrook Press. 1977.
The author argues that higher education for police must encompass both liberal arts and professional education, so as to prepare officers to understand people, their interaction and their environment.

Sheets, R.E. "Fort Worth's Criminal Enforcement Management Intern Program." *State Police Officer's Journal* 20(1975):28-30.
This article describes a program designed to encourage graduate and undergraduate students in criminal justice and related fields, to enter the area of law enforcement administration and police planning.

Shelton, R.F. "Formal Education and Today's Police Officer." *Law and Order*, 27(1979): 16-17, 67.
The author argues that the increasing complexity of police work can only be dealt with through the expansion of formal education for police officers. The value of a college degree can't be measured in terms of arrests made, but the amount of formal education does affect the ability of police officers to deal effectively with people in the field.

Shenkman, Frederick A. "The Role of Criminal Justice Education in the Modern University." *Police Chief* 41(1974):67-69.
According to the author, a college education for law enforcement personnel is necessary to achieve professionalization and to insure that the public will regard them as professionals.

Sherman, Lawrence W. "College Curricula for the Police: Who's in Charge?" Presented to the Conference on Criminal Justice Human Resource Needs and the Collegiate Response, Michigan State University, 1977.
This paper defends the stance that colleges and universities should attempt to retain control over curricular content when assessing the needs of the criminal justice employment market.

_____. "College Education for Police: The Reform That Failed?" *Police Studies* 1(1978):32-38.
This article evaluates the criticism that higher education fails to improve police performance, maintaining that such educational reform has been subverted by the conservative forces in American policing.

_____. "Enforcement Workshop: College Requirements for Police. *Criminal Law Bulletin* 14(1978):441-46.
The author explores the evolution of President Johnson's Crime Commission recommendations that "all personnel with general enforcement powers should eventually have baccalaureate degrees." He evaluates the Ice v. Arlington County Police Department case which alleged that the requirement and the pay plan for higher education had an adverse discriminatory impact, and that there was no job-related necessity for such.

Sherman, Lawrence W., and Bennis, Warren. "Higher Education for Police Officers-The Central Issues." *Police Chief* 44(1977):32-34.
The central issues considered by the National Advisory Commission on Higher Education for Police Officers include objectives, kinds of curricula, who should be sent to school, and what changes should be made.

Sherman, Lawrence W., and the National Advisory Commission on Higher Education for Police Officers. *The Quality of Police Education*. San Francisco: Jossey-Bass. 1978.

In this book, the authors present the findings of a two-year study which examined the quality of police education programs in the United States. Recommendations are made for the improvement of present programs and the conclusions state that police education must change in order to improve present law enforcement techniques, organizational structures, and achieve a level of effectiveness necessary to those who are employed in public service.

Shutt, Ronald G. "On the Police—Professionalism Problems and Ethics." *Police Chief* 41(1974):62-65.
The author contends that major barriers to the professionalization of the police service are internal problems of corruption, criminality, brutality, inefficiency and incompetence, all of which may be alleviated through requiring higher education for police personnel.

Simpson, Anthony E. *Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature.* The Joint Commission on Criminology and Criminal Justice Education and Standards. Chicago: University of Illinois at Chicago Circle. 1979. 88 pp.
The literature review discusses trends in evaluation of educational programs and possible accreditation of postsecondary programs, in the areas of criminology, criminal justice, and law enforcement.

_____. "The Police and Higher Education." In *The Front Line of Defense: The Future of Policing in America.* New York: John Jay College of Criminal Justice. 1978. pp. 183-232.
The historical development of higher education for police officers is presented, including arguments both for and against postsecondary educational requirements for personnel.

Sissons, Peter L. "The Development of Organization and Curriculum for a Nationally Based Federal Program of Criminal Justice Graduate Education." Presented at the Annual Meeting of The American Society of Criminology, 1977.
This paper discusses the assumptions underlying the development of a nationwide criminal justice graduate program for United States probation officers, arranged at Fordham University, on an experimental basis.

Smith, Dennis C. "Dangers of Police Professionalization: An Empirical Analysis." *Journal of Criminal Justice* 6(1978):199-216.
The article presents the results of a study that examined the relationship between professionalization (calculated by the level of college education and police training achieved) and police officer attitudes.

Smith, Dennis C., and Ostrom, Elinor. "Effects of Training and Education on Police Attitudes and Performance." In *Potential for Reform of Criminal Justice*, by Herbert Jacobs. Beverly Hills: Sage Publications, Inc. 1974.
This is a report of a study which found that the amount of police training and college education is not related to firmer adherence to legal principles or to the public's perception of the quality of their police force.

Smith, Leroy A. "Lateral Entry: An Inside Job." *Police Chief* 38(1971):52-55.
The author suggests that in order to retain newcomers to the police service, departments need to establish new training concepts, stress the need for upgrading the profession, and to be more receptive to the leadership potential of recruit personnel.

Soderquist, Larry D. "Upgrading the Service." *Police Chief* 36(1969):53-76.
The author contends that higher education and training are viewed as being the steps to the professionalization of law enforcement; thus recruitment of college trained people is preferable.

Southern Illinois University. Center for the Study of Crime, Delinquency and Corrections. "Longitudinal Study of Career Patterns of Graduates of Criminal Justice Degree Programs in Illinois—First Year Report, November 1971." Carbondale. 1974.
This report provides information on two thousand graduates, and currently enrolled

students, from twenty-five Illinois colleges and universities, regarding educational history, current employment and other career-related characteristics.

Sparling, Cynthia L. "The Use of Education Standards as Selection Criteria in Police Agencies: A Review." *Journal of Police Science and Administration* 3(1975):332-35.
This article presents an overview of the rationale for devising selection standards for police personnel, based on extent of educational background.

Specht, Carl H. "Law Enforcement Education in the Community College: Perceptions by Chief Administrators of California Law Enforcement Agencies." PhD dissertation, University of California. 1971.
The author solicited opinions from law enforcement administrators regarding the relevance of police science programs

State University System of Florida. "Manpower and Education for Criminal Justice in Florida: Assessment and Projected Needs of the System. Final Report." Tallahassee: Board of Regents Criminal Justice Education Project. 1973.
This document provides an overview of manpower needs for criminal justice professionals in the State of Florida.

Stebbins, Robert A., and Flynn, Colin. "Police Definitions of the Situation: Evaluation of a Diploma Program in Law Enforcement and Community Relations." *Canadian Journal of Criminology and Corrections* 17(1974):62-63.
The author argues that in order to gain professionalization in law enforcement, the status of police personnel must be elevated by means of higher educational requirements, and the public must be educated as to the relatively new, professionally-oriented, burden it has placed upon police.

Stephens, Gene. "Criminal Justice Education—Past, Present and Future." *Criminal Justice Review* (1976):91-120.
This article reviews the history of criminal justice education, from the 1901 National Conference on Criminal Law and Criminology to the 1975 activities of the Academy of Criminal Justice Sciences, as well as discusses the prospects for the future.

Sterling, James W. "The College Level Entry Requirements: A Real or Imagined Cure-All." *Police Chief* 41(1974):28, 30-31
This article reports the results of a longitudinal study of police recruits, college educated and non-college educated, comparing their aspirations, need to dominate, pragmatism, and perception of danger.

Stinchcomb, James D. "Current Issues Associated with Baccalaureate Criminal Justice Courses and Curriculum." Virginia Commonwealth University. Undated.
Numbers and types of degree programs curriculum content, staff and faculty performance, and student profiles are discussed in terms of the maturation phases of criminal justice education.

_____. *Opportunities in a Law Enforcement Career*. New York: Universal Publishing and Distributing Corporation. 1971.
This document examines the history of law enforcement, employment opportunities at various government levels, educational requirements, and related careers.

_____. *Opportunities in Law Enforcement and Related Careers*. Louisville: Vocational Guidance Manuals, Inc. 1976.
This document offers information on the history and scope of law enforcement; job opportunities at city, county, state, federal and military levels; salaries and employment conditions; educational requirements; and related careers.

_____. "Two Year Community College—An Assessment of Its Involvement in Law Enforcement from 1966 through 1976 with Future Projections." *Texas Police Journal* 25(1977):6-14.
Following a review of development of community college programs in law enforcement, this

article reports on the status of these programs in 1976, and includes predictions of trends in curricula, students, administration, and staffing.

Strecher, Victor G. "Education and Training Through the Criminal Justice Career Cycle." East Lansing: Michigan State University. 1973.
This paper identifies various problems in criminal justice programs and education, that hamper the achievement of a goal-oriented criminal justice personnel policy.

_____. "Integration of Instruction, Research, and Service of the Professional Education System." *Police Chief* 44(1977):69-71.
The author contends that criminal justice education must do more than recombine liberal arts courses; it needs new curricula based on the social purposes of criminal justice.

Strecher, Victor G.; Hoover, Larry T.; George, B. James; and Fox, Vernon. "Criminal Justice Center for Alaska—Final Report of Recommendations." East Lansing: Michigan State University. 1974.
This report recommends the establishment of a centralized center to develop continuous career education and training for personnel throughout the criminal justice system.

Streib, Victor L. "Expanding a Traditional Criminal Justice Curriculum into an Innovative Social Control Curriculum." *Journal of Criminal Justice* 5(1977):165-69.
The author argues that traditional criminal justice curricula should be expanded so as to incorporate topics of noncriminal behavior and noncriminal justice system controls on behavior.

Styles, Jimmie C., and Pace, Denny F. *Guidelines for Work Experience Programs in the Criminal Justice System*. Washington, D.C.: American Association of Junior Colleges.
This document stresses the need for criminal justice educators and administrators to coordinate efforts, and exchange information, in creating effective work-experience (internship) programs.

Subcommittee on Nontraditional Education. "Report to the Academy of Criminal Justice Sciences," Accreditation Committee, 1978.
This report delineates suggested characteristics for nontraditional programs in higher education: (1) competency-based educational credit; (2) credit for prior experience; (3) variable length curricula; (4) student-centered or individualized currricula; (5) open admissions; (6) flexible scheduling to allow work and study; (7) reduced or deferred cost; and (8) the extension of opportunity to all minority groups.

Swank, Calvin J. "Criminal Justice Education: The Dilemma of Articulation." *Journal of Criminal Justice* 3(1975):217-22.
This article addresses the historical foundation of the dilemma faced by criminal justice students when transferring from two- to four-year institutions, and offers possible solutions with respect to credit transfer programs.

_____. "Descriptive Analysis of Criminal Justice Doctoral Programs in the United States." PhD dissertation, Michigan State University. 1972.
This is a doctoral study designed to provide data on all available doctoral programs directly related to criminal justice, and to analyze them with regard to their relationship to each other and the criminal justice system.

Swanson, C.R. "Uneasy Look at College Education and the Police Organization." *Journal of Criminal Justice* 5(1977):311-20.
A critical evaluation of literature, concerning the value of a college education in police work is presented, with recommendations for future research.

Sylvester, Sawyer F., Jr. "Criminology as One of the Liberal Arts." In *Education for Crime Prevention and Control*. Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas. 1975.
This paper includes a discussion of criminology and liberal arts, and their offerings in terms of intellectual enlightenment, occupational professionalism, and increased opportunities for specialization in various fields of human interest.

Szabo, Denis. "Criminology, Justice and Society: The Role of Science in Social Policy—A Canadian Example." In *Education for Crime Prevention and Control.* Robert Joe McLean, ed. Springfield, Illinois: Charles C. Thomas, ed. 1975. pp. 119-29.
The historical experience of criminology, as a field of knowledge, is reviewed, and the International Center for Comparative Criminology (University of Montreal, Canada) is described, detailing the implementation of criminology and its interrelationship with the justice system and society in general.

_____. "Higher Education in Criminology: World Review." *International Encyclopedia of Higher Education.* San Francisco: Jossey-Bass,Inc. 1976.
This paper begins with a brief definition of the field of criminology, including an explanation of the international scope of the field in terms of higher education, and concludes with a listing of the major worldwide associations involved in the advancement of criminological thought.

_____. "The Teaching of Criminology in Universities: Contribution to the Sociology of Innovation." *International Review of Criminal Policy* 22(1964):17-28.
This article assesses the conditions in the instruction of criminology in North American colleges, and discusses the achievement of vertical integration by combining scientific knowledge with a distinct field of practical application.

Szabo, Denis; Frechette, Marcel; and Ciale, Justin. "A Note on the Teaching of Criminology: A Reply to Dr. T. Grygier." *The Canadian Journal of Corrections* 4(1972):205-09.
The authors substantiate remarks made by Dr. T. Grygier in his paper, *Education for Correctional Workers: A Survey of Needs and Resources*, which focuses on the great need for educational facilities, at all levels of specialization, in the criminological field.

Taylor, Kenneth. "Admission and Retention Policies in Colleges Granting Degrees in Corrections." In *Selected Papers from the Workshop for Correctional Educators in Colleges and Universities held in Albany, New York, August 1973.* Vincent O'Leary, ed. Washington, D.C.: National Institute of Corrections. 1973. pp. 66-86.
The author cites that in response to the constant rise in crime in the United States, millions of dollars have been allocated to colleges and universities to develop programs which will prepare students for careers in the criminal justice system. This development is accompanied by a decrease in admission and retention standards.

Temple University Center for the Administration of Justice. "New Directions and Initiatives in Criminal Justice Education." Philadelphia. 1974.
The document contains proceedings of the conference on criminal justice education, which focused on four major areas: curriculum; institutional and professional environment; state plans; and training design.

Tenney, Charles W., Jr. "The Future of Criminal Justice Education." Presented at the Eighth Annual Conference of the International Association of Police Professors, 1970.
According to the author, recent trends in criminal justice education programs seem to indicate that this field of study may be incorporated into the liberal arts and social sciences, and that the current inter-disciplinary approach may give way to a neo-disciplinary approach.

_____. *Higher Education Programs in Law Enforcement and Criminal Justice.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1971.
This document reviews the effort of the office of Law Enforcement Assistance in encouraging higher education for law enforcement, through a series of curriculum development grants to two- and four-year institutions throughout the nation.

Territo, Leonard. "College Credit for Law Enforcement Training Courses: Recent Trends —Future Projections." *Police Chief* 42(1975):32-34, 78.
This article addresses the awarding of college credit, by community colleges and four-year

institutions, to students having successfully completed specified law enforcement training courses.

Terrill, Richard J. "The Undergraduate and Comparative Criminal Justice: A Teaching Model." Prepared for presentation at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.
The author discusses the teaching of comparative criminal justice at the undergraduate level, using various approaches, and suggests that a synthesis of these approaches be employed.

_____. "The Communication and Credibility Gap Between Police Administrators and Criminal Justice Educators." *Police Chief* 43(1976):26, 28-29.
This article examines the recommendations of the President's Commission on Law Enforcement and the Administration of Justice that police departments establish a minimum requirement of a baccalaureate degree for supervisory and executive positions and, eventually, for all sworn personnel.

_____. *Law Enforcement Education Resource Manual*. Austin, Texas. 1972.
This document presents guidelines for minimum essentials in seven lower division law enforcement education courses for two- and four-year degree programs in law enforcement.

Tracy, Charles A. *Criminal Justice Academy/Resource Center—A California Model*. (Issued in two numbered volumes.) Menlo Park, California: Stanford Research Institute. 1971.
This paper endorses the development of a model criminal justice academy-resource center, in the Sacramento area, as the first of a set of such centers to be strategically located throughout the state.

_____. "Professional Training and Education Goals are not Mutually Exclusive for Programs in Criminal Justice." Presented to the Annual Conference of the Academy of Criminal Justice Sciences, 1972.
This paper presents definitions of various key terms relating to the question of whether or not professional training and education are mutually exclusive goals for programs in criminal justice.

_____. "Survey of Criminal Justice Subject-Matter, Baccalaureate Programs." *Journal of Criminal Law, Criminology and Police Science* 61(1970):576-79.
The article presents the results of the content analysis from current institutional catalogs that reveal interesting characteristics in program titles, special entrance requirements, program objectives, faculty, degrees offered, and curriculum.

Treger, Harvey, and Viswanathan, Narayan. "Interdisciplinary Education in a Macro-Systems Perspective." Presented at the Conference on Key Issues in Criminal Justice Doctoral Education, University of Nebraska, Omaha, 1975.
This paper explores the problems and prospects in higher education for pre-service and in-service students, in relation to the needs and objectives of the entire criminal justice system.

Trojanowicz, Robert C., and Nicholson, Thomas G. "A Comparison of Behavioral Styles of College Graduate Police Officers vs. Non-College Going Police Officers." *Police Chief* 43(1976):56-59.
The authors delineate some of the internal personnel conflicts faced by police departments whose officers are either high school graduates, college graduates, or in-service college students.

Tucker, Melvin L., and Hyder, Alan K. "Some Practical Considerations in Law Enforcement Education." *Police Chief* 45(1978):26-28.
The authors discuss several recommendations by various commissions concerned with the professionalization of police service by establishing educational requirements for personnel.

Tyler, Ralph W. "Scholarship and Career Education for the Correctional Service." *California Youth Authority Quarterly* 10(1957).
The author discusses considerations for correctional professionalization by way of higher educational achievement of personnel.

Ueno, Haruo. "The Japanese Police: Education and Training." *Police Studies* 2(1979): 11-17.
This author discusses the current Japanese police organization, police personnel, origins and purpose of police education, and school education.

Ullman, Robert W. "Criminal Justice Education and Manpower in LEAA Region 4." Presented to the Southern Association of Criminal Justice Educators, Lexington, Kentucky, 1976.
This paper details the results of study on the status of criminal justice education programs in Region 4, and the need for professional personnel with advanced degrees to sustain these programs.

United States Department of Justice. *Annual Report to the President and the Congress on Activities Under the Law Enforcement Assistance Act of 1965 (3rd)*. Springfield, Virginia: Clearinghouse for Federal Scientific and Technical Information, 1968.
The document contains reports on comprehensive law enforcement assistance (LEAA) programs which motivated state and local government toward significant actions that strengthened their criminal justice systems.

_____. *Manpower Planning and Development Programs in the Law Enforcement Assistance Administration—Final Report of the Task Force on Criminal Justice Education and Training*. Internal Report to the Administration of the Law Enforcement Assistance Administration. Washington, D.C. 1976.
This report discusses the role of the task force which was created in September, 1975 and was charged with the responsibility of providing policy direction for the various LEAA manpower development programs.

_____. *National Conference on Law Enforcement Education, Jacksonville, Florida, February 1-3, 1970—Selected Presentations*. Washington, D.C. 1970.
Considered are problems encountered in developing programs of law enforcement education within the Law Enforcement Assistance Administration.

_____. *Participation Criteria for Educational Development Program, Title I, Omnibus Crime Control Act of 1970 (PL91-6449) Section 406 (E)*. Washington, D.C. 1970.
This report is concerned with the criteria for awarding grants for higher education institutions to improve methods of law enforcement education.

United States Department of Justice, National Institute of Law Enforcement and Criminal Justice. *Higher Education Programs in Law Enforcement and Criminal Justice*. Washington, D.C. 1971.
This document contains guidelines for use by schools which are initiating or expanding educational programs in the areas of criminal justice and law enforcement.

United States Department of Justice, National Planning Association. *The National Manpower Survey of the Criminal Justice System, Executive Summary*. Washington, D.C. 1978.
The Executive Summary discusses personnel needs and resources; employment growth and projections; personnel recruitment and retention; higher education for criminal justice personnel; training programs in corrections and law enforcement; and offers recommendations regarding major priority areas in criminal justice.

_____. *The National Manpower Survey of the Criminal Justice System, Vol. Four—Courts*. Washington, D.C.: National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, 1978.
This volume deals specifically with adjudication manpower: recruitment, retention, train-

ing, education, manpower resources and projections, and analysis of the major effects of criminal justice issues and trends.

_____. *The National Manpower Survey of the Criminal Justice System, Vol. 5—Criminal Justice Education and Training—Final Report, November 1976*. Washington, D.C.: Superintendent of Documents, Government Printing Office. 1976.
This is a detailed two-part study of federal, state, local, and private college and university criminal justice education programs; strengths, weaknesses, and recommendations for improvements are given for each.

_____. *The National Manpower Survey of the Criminal Justice System, Vol. 1—Summary Report*. Washington, D.C.: National Institute of Law Enforcement and Criminal Justice. 1978.
This Summary Report covers manpower requirements now and in the future, reports on issues of personnel recruitment and turnover, and addresses the many aspects of training and education.

_____. *The National Manpower Survey of the Criminal Justice System, Vol. 2, Law Enforcement*. September 1978.
This document discusses law enforcement personnel at the city, county and state level, and makes an assessment of current and future manpower, recruitment, training and education requirements, including recommendations.

United States Department of Justice. Office of Criminal Justice Education and Training. *Awards: Law Enforcement Education Program Participating Institutions—Program Year 78-79*. Washington, D.C. 1978.
The Law Enforcement Education Program (LEEP) 1978-1979 list of participating institutions gives the name and address of recipient colleges and universities, and the amount of funds awarded to each during this period.

United States National Advisory Commission on Criminal Justice Standards and Goals. *Corrections*. Washington, D.C.: Superintendent of Documents, Government Printing Office.
Discussions covering higher education in the field of corrections, training needs of correctional personnel, staff education (professional in-service), and improving education programs, are presented.

_____. *The Criminal Justice System*. Washington, D.C.: Superintendent of Documents, Government Printing Office. 1973.
Recommendations are offered regarding the development and implementation of criminal justice education and training programs, criminal justice curricula, and career development in all areas of manpower needs within the criminal justice system.

_____. *Police*. Washington, D.C.: Superintendent of Documents, Government Printing Office. 1973.
Educational standards for the selection of police personnel, educational incentives for police officers, curricula, needs assessment of police officers regarding higher education, and professionalization of law enforcement officers, are some of the topics covered in this document.

University Research Corporation. *Law Enforcement Technology (Police Science Technology). A Suggested Two-Year Post High School Curriculum*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. 1975.
The suggested curriculum guide for law enforcement (police science) programs was designed to assist those responsible for implementing a course of study that is becoming a job requirement for police service.

Unsinger, Peter C. "Everything You Wanted to Know about the External Degree but were Afraid to Ask." *Police Chief* 40(1973):64-65.
The author contends that external degree programs can be a blessing to students who are

able to work towards attaining a degree at times that are convenient and do not interfere with established work patterns and schedules.

Vanagunas, Stanley. "Police and Higher Education: A Comment on Problems and Relevancies." *Liberal Education* 62(1976):67-74.
The author argues that the conflicts inherent in the role of the police officer exemplify the need for liberal education as the essential foundation of professional training.

Vaupel, Carl F., Jr. "A Survey and Analysis of Two-Year Police Science Curricula in the United States with Recommended Criteria." EdD dissertation, University of South Dakota. 1968.
The purpose of this dissertation was to survey, analyze and recommend general criteria concerning two-year police science curricula in the United States.

Virginia Division of Justice and Crime Prevention. *Conference Proceedings Report of National Conference on Corrections*. 1971. pp. 83-111.
The section entitled "Manpower for Corrections" contains reports of workshop participants on the topics of career development, higher education, personnel performance and retention, and professionalization of corrections and provides suggestions regarding the standardization of correctional services and education.

Wachtel, David. "Pre-Service Police Training Academy: One University's Approach to Non-Traditional Education." *Police Chief* 44(1977):61.
Western New Mexico University, through its pre-service law enforcement basic training academy, provides certification for police officers who undergo a two-semester sequence of both academic and training curricula.

Wachtel, Julius. "The Need for Change in Police Science Curricula: A Student's Retrospective Evaluation." *Police Chief* 39(1972):64-66.
The author advocates an interdisciplinary approach to developing police science curricula which would include mandatory credits in selected liberal arts fields as well as separate program offerings for in-service and pre-service students.

Ward, Richard H. "Developing Minimum Standards for Higher Education in Criminology and Criminal Justice." Prepared for the annual meeting of the American Society of Criminology, 1977.
The author describes the recent development of quality education standards for criminal justice and criminology curricula in higher education institutions and enthusiastically calls for the support of further growth and development of accrediting procedures for these institutions.

Watson, Nelson A., and Walker, Robert N., eds. *IACP Proceedings of Workshops for Police Professors*. Michigan State University, 1966.
The document contains the proceedings of a series of workshops presented to consider the preparation of police officers for dealing effectively with juveniles and older youths, and to exchange ideas relating to college and university programs in law enforcement.

Webb, Donald G. "Police Administrators and the Personnel Incentive Policy." *Police Chief* 38(1971):66-70.
The article discusses major problem areas that confront police administrators, when considering the initiation of incentive plans for police officers.

Webb, Vincent J. and Hoffman, Dennis E. "Criminal Justice as an Academic Discipline: Costs and Benefits." *Journal of Criminal Justice* 6(1978):347-55.
The issue of disciplinary status for the field of criminal justice is considered in terms of the advantages and disadvantages of disciplines. The assets of a multidisciplinary status are presented and "cost" comparisons are made between disciplines and multidisciplinary fields.

Weber, James K. "It Can Work For You! (Multnomah County Department of Public Safety Has No Difficulty Recruiting and Retaining College Graduates)." *Police Chief* 40(1973):41-43.

The author reports that the Multnomah County Department of Public Safety has developed educational standards for personnel recruitment and maintains an ever increasing aura of professionalism for its officers, thus glamorizing law enforcement as a career.

Weichman, Dennis J. "Issues in Criminal Justice Education." *Southern Journal of Educational Research* 11(1978):214-28.
This article discusses some of the more poignant issues in criminal justice education: theory vs. applied; education vs. training; credit for life experiences; quality of criminal justice education; and accreditation of criminal justice education programs.

Weiner, Norman L. "The Educated Policeman." *Journal of Police Science and Administration* 4(1976):450-57.
This article describes how police performance and attitudes are affected by educational achievements, what motivates police officers to enroll in educational programs, and also evaluates the methodology used to establish such a correlation.

_____. "Educated Policeman—A Study of Role Conflict and Attitudes." PhD dissertation, Syracuse University. Ann Arbor: University Microfilms, 1974.
This dissertation study seeks to identify the role of the police in society; to determine, on the basis of that role, what the goal of police education should be; and to assess the effectiveness of police education in meeting its goals.

_____. "The Effect of Education on Police Attitudes." *Journal of Criminal Justice* 2(1974):317-28.
This paper examines the effect of education on police performance and attitudes. Findings indicate that education level does not significantly affect attitudes, due to the vocational orientation of many police colleges and the pervasive effect of the police role.

Weirman, Charles L. "Variances of Ability Measurement Scores Obtained by College and Non-College Educated Troopers." *Police Chief* 45(1978):34-36.
The findings of this study, intended to explore differences which might exist between college- and non-college educated officers, indicate that the effect of the college experience is not of sufficient magnitude to make higher education a requisite for hiring.

Wilson, Brooks W. "Education and Training: An Assessment of Where We Are and Where We Are Going." *Police Chief* 36(1969):37-38.
This article describes Loyola University's (New Orleans) degree program in criminology which was designed specifically for police officers, and focuses on the social sciences.

Wolfe, Robert P. "College Credits for Agency Training: The Argument For." *Police Chief* 45(1978):54-55.
Baltimore's Police Department and its education and training division, are given as an example of the modern trend in entry-level police training.

Wood, E. Ernest. "Criminology/Criminal Justice: Is There a Dividing Line (An Analysis of Criminology Texts.)" Prepared for presentation at the Annual Convention of the Academy of Criminal Justice Sciences, 1979.
This paper reviews changes that have taken place in criminology texts in the last ten years, to determine how the various authors perceive criminology as a field of study; and examines differences between criminology and criminal justice texts.

Yankee, William J. "A Description and Evaluation of the Associate Degree Law Enforcement Curricula in the Public Community and Junior Colleges of Michigan." PhD dissertation, Michigan State University, 1970.
This dissertation is a study to determine the extent to which associate degree law enforcement curricula in Michigan's community colleges are congruent with various dimensions in degree curricula recommended in the American Association of Junior Colleges' Law Enforcement Program Guidelines.

Zalman, Marvin. "Criminology and Criminal Justice—A Hueristic Typology." Prepared for presentation at the Annual Meeting of the Academy of Criminal Justice Sciences, 1979.

The author discusses the convergencies and divergencies between criminology and criminal justice using a heuristic typology.

Zendzian, Craig A. "Top Cop: A Study in Police Professionalism." *Police Chief* 39 (1972):40.

The author reports on interview responses from police officers enrolled in a college law enforcement program that indicate that police professionalism may exist in theory, but is deficient in practical application.